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ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: United States history. ORGANIZATION AND PHYSICAL APPEARANCE: The conceptual approach forms the basis for each of four sections: Defining and Implementing a Conceptual Approach to Teaching Social Studies; Social Studies Skills To Be Developed and Reinforced by the Learner; Classroom Curriculum Planning; and a Conceptual Guide-U.S. History, Reconstruction; 1877 to the present. The conceptual guide covers six units: a review of issues in U. S. History 1787-1877, economic and social change 1877-1920, changes in government and political life 1877-1920, American foreign relations 1865-1920, the period of 1920-1940, and the themes in contemporary U.S. History 1940-present. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: An overview of objectives is presented in the introduction to the conceptual guide. Activities are suggested under Student Learning Experiences. INSTRUCTIONAL MATERIALS: Books, records, films, filmstrips, and transparencies are listed under Instructional Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

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A GUIDE TO CONCEPT TEACHING
UNITED STATES HISTORY, Grade 9
(From Reconstruction to the Present)

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Department of Curriculum Development
Madison Public Schools
1968

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(From Reconstruction to the Present)

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FOREWORD

The "Dark Ages" were not dark, and the "Age of Reason" did not seem reasonable to the people who were living during that period. Rare was the person who experienced any real comprehension of the bent and direction his society was taking at any given time. It has remained for the historian writing generations later to identify and conceptualize the experience of man. This is as it has been, but this is as it cannot remain. The knowledge explosion and the kaleidoscope of culture change which has blended yesterday and today into tomorrow have created value conflicts within our society. The "generation gap" syndrome now being telegraphed with such clarity demands that we refine and enhance the abilities of our students to conceptualize more effectively the world as it is, while they prepare to shape their world of tomorrow.

Suggestions in the Guide to Concept Teaching in United States History From Reconstruction to the Present, emphasize and encourage the development of a functional approach to learning. Reinforcement of ideals, clarification of values and attitudes, as well as refining appreciations and understandings, are the focus of this approach. With sharper definition of Negro visibility, the role of various ethnic groups has been stressed in the social studies curriculum to realize societal needs more concretely while setting a foundation for positive action in democratic living.

We appreciate the efforts of the various committees who during the last three years have helped to make this guide a reality.

DOUGLAS S. RITCHIE
Superintendent

Social Studies Committee
1966

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The summer curriculum committee in social studies centered their attention on the conceptual approach to the teaching of American history in grade nine.

Concepts are broad expanding categories of knowledge. A curriculum based on concept development is designed to give the learner a frame of reference for thinking and understanding. There is agreement by the summer committee that the various social studies disciplines merit attention in the elementary and secondary schools' social studies program. The concept approach encompasses all social studies disciplines. The committee has selected a number of basic concepts which in turn have been translated into meaningful social studies experiences.

The conceptual approach should show relationships of various subject fields. It should expose the student to important ideas in these disciplines. It should avoid fractionalization of the social studies into small unrelated compartments. More attention at all grade levels has been given to the disciplines of economics, geography, history, political science, and sociology. More intensive attention to all the disciplines should add perspective and comprehension to the true meaning of conceptual teaching in helping the student understand his world and in giving dimension to political, social and economic experiences. Students should see that there are many ways of looking at a concept, and should be able to glean from all the disciplines new and varied understandings which are related to the central ideas or concepts.

ARTHUR H. MENNES
Director, Curriculum Development

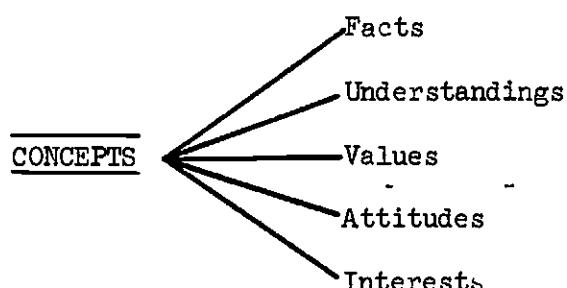
OMAR N. KUSSOW
Coordinator of Social Studies

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DEFINING AND IMPLEMENTING

A

CONCEPTUAL APPROACH



TO

TEACHING SOCIAL STUDIES

A. INTRODUCTION

That we live in a world more marked by change than ever before has brought the double impact of the knowledge explosion and the need to be able to make creative, first-time decisions into sharper focus. National and state efforts to re-evaluate social studies curricula show clear recognition of these needs. Today, an increasing emphasis is being placed upon understanding of subject matter. This requires more than "covering the social studies textbook." Understanding subject matter means recognizing it, organizing it, judging it, and being able to apply it creatively to new situations.

A rapidly changing world requires that the student prepare himself to find out things on his own. If he is taught the three reasons for the Populist Revolt, he is gaining little that will be of use to him in the future. If he can be placed in the Populist period as a participant through the use of a variety of imaginative materials, he can be helped to ask the right questions that are relevant to the period. He can then ask those questions to find what is a fact and what is not a fact, to develop a tentative hypothesis and verify it through the use of evidence, and to apply his findings to new situations. If we can assist the student to do this, then we are helping him to live in a changing world.

To most effectively prepare the student to live in a world of rapid change, Jerome Bruner and others suggest that teachers can assist the student to collect and organize into concepts the multiplicity of facts that confront them. These concepts can then be used to formulate hypotheses which, in turn, will help the student revise his theory about given social phenomena.

Rationale

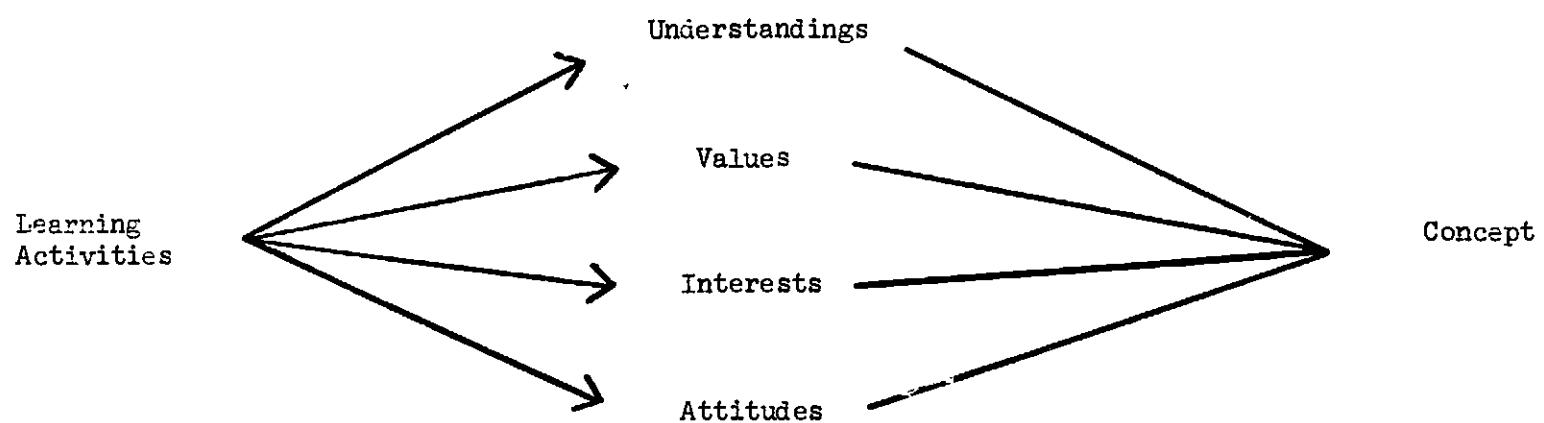
The State Department of Public Instruction committee working on curriculum revision in Wisconsin gives the following reasons for a conceptual approach:

"In 1900 civics, history, and geography were the dominant, if not the only, offerings in the social studies curriculum as taught within the elementary and secondary school. The disciplines of history and geography are still the central core of social studies instruction. However, today with the growth and sophistication of knowledge, economics, sociology, anthropology, political science, and social psychology have a legitimate claim to relatively detailed examination within the social studies curriculum. There is agreement that these disciplines merit attention within the elementary and secondary school offerings, but the question remains: Where does the curriculum planner find the available time and opportunity

for including these subjects as courses of study? The concept-development approach is predicated on the assumption that the ends of education can be well served by bisecting the above disciplines and selecting a number of basic concepts which in turn are translated into meaningful educative experiences."

This approach provides a kindergarten through twelfth grade learning experience which gives continuity to the social studies curriculum and thus allows the teacher and student to be part of a logically developed, integrated system. The reorganization of the sequence, scope, and method of the social studies curriculum in the Madison Public Schools has been planned around this conceptual approach.

DEFINING A CONCEPTUAL APPROACH



The many varied learning activities provide an opportunity for each student to make maximum use of his activities.

B. DEFINING THE CONCEPTUAL APPROACH TO TEACHING SOCIAL STUDIES

The Conceptual Approach

The conceptual approach involves the use of generalizations (concepts and understandings) in:

- Establishing a framework for the organization and integration of social studies knowledge.
- Establishing an analytical framework for teaching intellectual skills and cultivating attitudes, values, and interests.
- Establishing organizing principles which can be used to develop a frame of reference or a way of looking at the world.

Concepts and Subconcepts

Concepts are those big ideas which serve as vehicles of thought. Although concepts are conveyed through language, it is not accurate to say that words themselves are concepts. Rather, a concept expressed through language is a man-made construct which is useful in categorizing human experience and helps to make our total world of experience more meaningful. New knowledge may cause an accepted concept to become unacceptable or require serious modification.

While there are many types of social studies concepts, we are particularly interested in those that are significant in the organized social studies disciplines. These should be basic enough to be useful in all social studies courses and should be capable of illustration by social data. For example, "People are more alike than they are different" is a concept. It is a universal that can be illustrated by social studies data and it can be applied to all social studies disciplines and grade levels. A concept is not a value judgment. For example, "The American form of government is the best form of government" is a value judgment, not a concept. Likewise, "The United States in the nineteenth century pursued a policy of isolation" is more clearly an understanding which might support a given concept but which is itself derived from certain learning experiences.

A subconcept is a more specific elaboration of a concept. For example, "This is a bountiful earth but some of its resources are irreplaceable" is a concept. "The use of natural resources has a definite effect on man's standard of living" is a subconcept.

Understandings

Through the conceptual approach those vehicles of thought which have been defined as concepts are validated by observation. The suggested concepts found in section C of this guide have been identified as being among those concepts which are important to the general outcomes of the K-12 social studies sequence.

Understandings are components of concepts or subconcepts. They are clusters of categories that make up and define the concept. Note, for example on page S6 the concept "Differences in economic ideology and distribution of wealth lead to conflicts within society." Supporting this concept are five understandings. Each of these understandings ascribes a specific aspect of the concept and gives a distinctive character or quality to the concept.

Supporting Learning Experiences

Learning experiences provide the learner with situations in which the understandings supporting the concept are identified. Instances, as learning experiences, are of three general classifications:

- Positive instances have all the attributes required by the concept.
- Negative instances are lacking in at least one of the attributes required by the concept.
- Non-instances have none of the attributes required by the concept.

Most of the learning experiences included in the guide are positive instances. A few, depending upon interpretation, may be classified as negative instances. No non-instances are included. Negative and non-instances should be included only when the teacher believes that the student has progressed in his use of the conceptual approach to the point where he can effectively handle these classifications. Hence, teacher directed activity is very important at the learning experience level of the conceptual approach. In other words, the teacher should either directly or indirectly control the social data that the student will use. Emphasis upon positive instances should remain as a guiding principle for the academically unsuccessful student. At all levels of ability, however, the learner should be challenged within the range of his social and intellectual maturity. If too many negative or non-instances are included, there is a danger that these challenges will only serve to frustrate the learner and eventually encourage him to give up.

C. SOCIAL STUDIES CONCEPTS

The teacher should recognize that these concepts are only a suggested list. The committee attempted to select those concepts from all the social studies disciplines U. S. history from 1865 to the present.

POLITICAL SCIENCE CONCEPTS

1. Some form of government is common to all societies.
2. The form and complexity of governmental systems varies in time and with societies.
3. Political institutions within a society are subject to either evolutionary or revolutionary change.
4. Societies must devise means of distributing political power.
5. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.
6. Differences in political institutions and ideologies often lead to conflicts among and within societies.
7. Societies differ in justification of their political institutions, laws, and distribution of political power.
8. Governments are not always concerned with the welfare of their citizens.
9. The concern of governments for the welfare of their citizens will vary in time and in process.
10. Societies develop laws and sanctions in order to regulate themselves.

ECONOMICS CONCEPTS

1. In all societies wealth is distributed unequally.
2. Differences in economic ideology and distribution of wealth lead to conflicts within a society.
3. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.

GEOGRAPHY CONCEPTS

1. Some geographic features must be overcome in order to meet material problems.
2. Uneven distribution of natural resources is inevitable.
3. Ours is a shrinking world of space and technology of a shrinking world.
4. This is a bounded world of finite resources and finite space.

HISTORY CONCEPTS

1. Historical lessons are not always played by events.
2. Human experience is related; changes in human and social institutions are complex.
3. The causes of social change are complex.
4. Present day social and political problems are the result of past situations.

SOCIOLOGY CONCEPTS

1. It has been the custom to relegate to the past various social problems.
2. What people believe is more important than what they do in determining their social behavior.
3. The rate of social change is dependent upon the social and political beliefs.

CONCEPTS

should recognize that these concepts are only a suggested list. Additions can be made. The list is to select those concepts from all the social studies disciplines which most pertained to 1865 to the present.

CONCEPTS

of government is common to all and complexity of governmental bodies in time and with societies. Institutions within a society set to either evolutionary or revolutionary change.

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develop laws and sanctions to regulate themselves.

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s in economic ideology and distribution of wealth lead to conflicts within a

systems have a marked influence on political and social institutions. political and social institutions economic systems.

GEOGRAPHY CONCEPTS

1. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress.
2. Uneven distribution of natural resources makes interdependence and trade between societies inevitable.
3. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.
4. This is a bountiful earth, but some of its resources are irreplaceable.

HISTORY CONCEPTS

1. Historical leadership results from the interplay of events and personalities.
2. Human experience is continuous and interrelated; change is an ever present factor in human and social development.
3. The causes of history are always multiple and complex.
4. Present day social, political, and economic problems are outgrowths of previous historical situations.

SOCIOLOGY CONCEPTS

1. It has been typical of society for one segment to relegate another to a less prestigious social position.
2. What people believe to be true is frequently more important than existing reality in determining their behavior.
3. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.

D. AN ILLUSTRATION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO UNDERSTANDING

The following is an illustration of how social studies concepts are related to understandings at various grade levels.

CONCEPTS	8th Grade: U. S. History to 1877
Econ. 1 In all societies wealth is distributed unequally.	In Colonial America there always seemed to be class differences between planters and small farmers; indentured servants and free labor, etc.
Geog. 4 This is a bountiful earth but some of its resources are irreplaceable.	The southern system of tobacco-cotton plantation farming so depleted the soil that there was a constant pressure for new land.
Hist. 4 Today's social, political, and economic problems are outgrowths of previous historical situations.	Many of the South's present difficulties are outgrowths of congressional reconstruction.
Soc. 3 What people believe to be true is frequently more important than the existing realities in determining their behavior.	Southern maintenance and defense of slavery prevented Southerners from recognizing that the institution was economically inefficient.
Pol. 2 The form and complexity of governmental systems vary in time and with societies.	The Constitution provides means of amendment and keeping abreast of current needs.

SECTION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO UNDERSTANDINGS.

Following is an illustration of how social studies concepts can be meaningfully related to understandings at various grade levels.

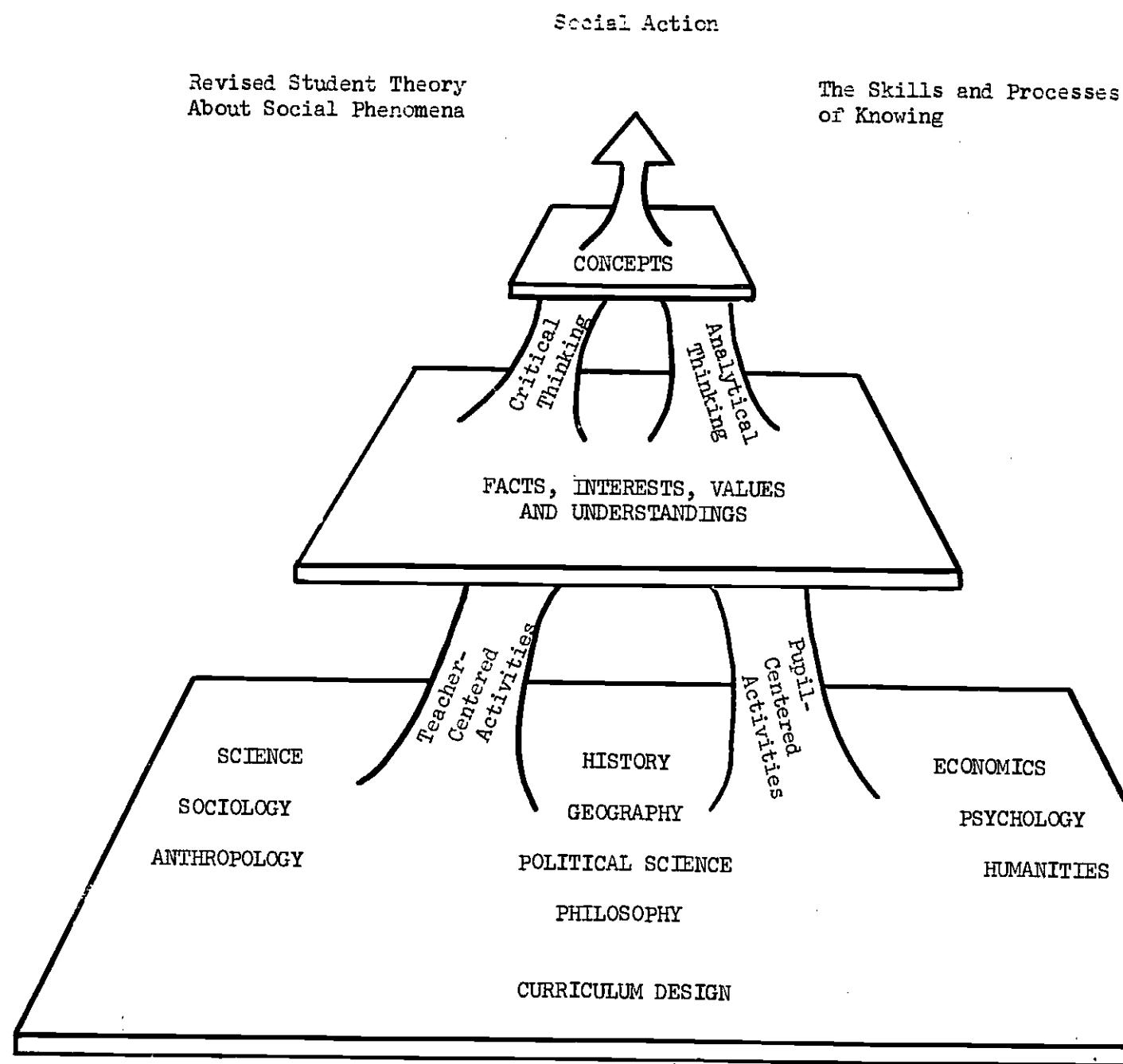
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UNDERSTANDINGS

8th Grade: U. S. History to 1877	9th Grade: U. S. History from 1877
ties wealth cted unequally.	In Colonial America there always seemed to be class differences between planters and small farmers; indentured servants and free labor, etc.
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nd complexity of tal systems vary nd with societies.	The Constitution provides means of amendment and keeping abreast of current needs.
	Newspaper sensationalism focused American attention on Cuba and stirred a war fever against Spain. (Unit IV)
	The more complex and specialized a society becomes, the more it needs regulation. Administration of these regulations increases the bureaucratic structure, which in turn increases complexity. (Unit III)

14-
E. THE OBJECTIVES OF THE SOCIAL STUDIES CURRICULUM



E.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

This discussion of the conceptual approach is intended to provide guidance for the teacher in implementing this approach in the classroom.

The Objectives of the Social Studies Curriculum.

The objective of the social studies curriculum is to provide the student with the knowledge, intellectual and group participation skills, and the sensitivities needed to intelligently observe, evaluate, and contribute to his social environment.

More specifically, the objectives of the social studies curriculum can be classified as follows:

- KNOWLEDGE - attaining a knowledge of facts, ideas, understandings, and concepts.
- THINKING - mastering skills involved in abstracting, testing, relating, and applying generalizations; defining, evaluating, collating, and synthesizing data; identifying assumptions; ascertaining implications.
- SENSITIVITIES - cultivating attitudes, values, and interests.
- INTERACTION - developing the ability to work in and contribute to a group situation.

The Merits of the Conceptual Approach in Relation to the Objectives of the Social Studies Curriculum.

Unfortunately, learning too often takes place in the teacher-centered classroom where the emphasis is often on the memorization of unrelated data. Equally unfortunate is the fact that too frequently values are taught as dictums rather than as an outgrowth of the analytical process.

Hopefully, the conceptual approach will assist in correcting these practices by providing:

- A conceptual framework in which social studies knowledge can be logically related, and sequentially taught.
- A means by which the intellectual and participation skills are mastered and cultivated.

The Analytical Process Used in Implementing the Conceptual Approach.

The key to the conceptual approach is the classification and testing of generalizations, understandings, and concepts. The generalization premise, the construction of a conceptual framework, and the cultivation of social studies knowledge can be logically related, and sequentially taught. The generalization premise (knowledge, understandings, and concepts) also provides a framework for the classification of social studies data. The generalization premise also serves as a conceptual framework for the analytical process used in gathering data and developing concepts and generalizations.

Using the generality as a conceptual framework, define terms, identify assumptions, test data, consider implications, and ascertain generalities. In the process, the following steps are used:

- Developing generalizations and classifications of data for the meaningful relationship between understandings.
- Mastering the intellectual skills involved in the analytical process.
- Cultivating sensitivities and attitudes after critical appraisal.
- Participating in a group situation.

CLASSROOM ELEMENTS IN THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

conceptual approach is important for the teacher in implementing these classroom.

Social Studies Curriculum.

social studies curriculum is taught in the knowledge, intellectual skills, and the sensitivities the individual master serve, evaluate, and contribute

the objectives of the social studies classified as follows:

knowledge of facts, ideas, concepts, and concepts.

can be skills involved in abstracting, generalizing, and applying generalizations. The generalizing, evaluating, collating, data. as ascertaining implications. in gathering attitudes, values, and

as a assumption the ability to work in groups, and relate to a group situation.

Conceptual Approach in Relation to Social Studies Curriculum.

too often takes place in the classroom where the emphasis is of unrelated data. Equally frequently values are can as an outgrowth of the group

Hopefully, the conceptual approach, properly used, will assist in correcting these kinds of classroom practices by providing:

- . A conceptual framework in which all social studies knowledge can be logically structured, interrelated, and sequentially taught at all grade levels.
- . A means by which the intellectual and group participation skills are mastered and sensitivities are cultivated.

The Analytical Process Used in the Conceptual Approach.

The key to the conceptual approach is the formulation and testing of generalizations, premises, understandings, and concepts. The generalization is used in the construction of a conceptual framework in which social studies knowledge can be organized, integrated, and sequentially taught. The generality (understandings and concepts) also provides a framework for the organization of social studies data. Finally, the generalization premise also serves as a starting point for the analytical process used in gathering and evaluating data and developing concepts and understandings.

Using the generality as a premise, the class can define terms, identify assumptions, gather and test data, consider implications, and relate them to other generalities. In the process, the class is:

- . Developing generalizations which form a framework for the meaningful relationship of facts and understandings.
- . Mastering the intellectual skills involved in the analytical process.
- . Cultivating sensitivities which are arrived at after critical appraisal.
- . Participating in a group discussion situation.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

Illustration #1

After the class has read about the New Deal, they are asked to suggest a premise about the results of the New Deal, e.g., the New Deal was (1) largely experimental, (2) only partially successful, and (3) resulted in a change of attitude concerning the role of the government in the economy.

The class then tests the premise by asking questions which help to define the terms of the hypothesis, identify the assumptions and evaluate the data on which it is based:

- What is meant by the "New Deal"?
- How did the New Deal attempt to deal with the Depression?
- How successful was the New Deal in establishing economic recovery?
- Did the New Deal substantially alter the nation's economic system?

The implications of the premise are examined: what were the effects of New Deal welfare measures on fiscal policy?

If the class concludes that the premise is valid, the result is the development of an understanding about an aspect of an important era in U.S. history.

An additional comment should be made about the types of questions that are asked in examining the premise. Several types of questions requiring a response on various levels of intellectual activity are useful. Questions which call for the review of data are necessary in gathering the material needed to test the premise. Question 1 in this illustration is an example. Questions which require interpretation of data (ascertaining implications) are also important. The evaluation questions (2 and 3 above) are especially important. This type of question requires the class to set standards of judgment and then determine how closely the situation fits the standards.

Illustration #2

After reviewing the expression in U.S. history, about the role of the government did not assume of citizens affected by an

The analytical process of the premise by asking

- How serious were 1857, 1877, 1893?
- What were the attitudes of business and labor leaders?
- What was the role of the crisis? Was it

The implications are
ment attitude did change
the change?

The result of this understanding about the relationship between citizen in times of economic (attitudes and interests) standing and the class might example: Our American government the economic as well as the citizens and unlike most totalitarian government is responsible citizens to initiate gradual change.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM (continued)

#1

the class has read about the New Deal, suggest a premise about the results e.g., the New Deal was (1) largely only partially successful, and (3) a range of attitude concerning the role of the economy.

Then tests the premise by asking questions to define the terms of the hypothesis, identify assumptions and evaluate the data on which it were based. What did the New Deal attempt to deal with the economic crisis? How successful was the New Deal in establishing recovery? Did the New Deal substantially alter the economic system?

Then implications of the premise are examined: what were the effects of New Deal welfare measures on fiscal and economic interests?

Finally, the class concludes that the premise is valid, and that the development of an understanding about this important era in U.S. history.

One final comment should be made about the types of questions asked in examining the premise. Questions requiring a response on the part of the student that requires intellectual activity are useful. All questions for the review of data are necessary, and the material needed to test the premise.

This illustration is an example. Questions requiring interpretation of data (ascertaining implications) are also important. The evaluation questions are especially important. This type of question allows the class to set standards of judgment, and to determine how closely the situation fits

Illustration #2

After reviewing the major periods of economic depression in U.S. history, the class suggests a premise about the role of the government, e.g., until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression.

The analytical process is applied to the evaluation of the premise by asking questions:

- How serious were the depressions of 1819, 1837, 1857, 1877, 1893, 1907, 1919, and 1929?
- What were the attitudes of political, business, and labor leaders in each instance?
- What was the role of the government in each crisis? Was it similar in each situation?

The implications are considered, e.g., if the government attitude did change after 1933, what precipitated the change?

The result of this inquiry is a significant understanding about the relationship of the government to the citizen in times of economic crisis. Sensitivities (attitudes and interests) clearly flow from this understanding and the class might consider some of them. For example: Our American government can be responsive to the economic as well as the political needs of its citizens and unlike most totalitarian governments, the American government is responsive enough to the desires of its citizens to initiate gradual, moderate, and peaceful change.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASS

Relating Understandings to Concepts:

Relating the understandings to social studies concepts is a vital part of the conceptual approach, for the social studies concepts provide the over-arching framework for the integration of the K-12 social studies curriculum. Hopefully, these social studies concepts will be used and their meaning reinforced throughout the social studies curriculum and on all grade levels.

In most cases, an understanding can be effectively related to a social studies concept. For example, the understanding developed in illustration #2: "Until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression" can be related to the economic concepts "A society's economic system can change and often tends to become more complex" and "Economic systems have a marked influence on a society's political and social institutions." This understanding can also be related to the historical concept "Most social, political, and economic problems are outgrowths of previous historical situations."

It should also be noted that a social studies concept can be used as a premise. For example, the history concept "Historical leadership results from the interplay of events and personalities" can be examined in relation to F.D.R. and his influence on the nation during the Great Depression.

Evaluation

Testing should coincide with the learning objectives of the social studies curriculum. Further, a conceptual approach to testing should be employed. That is, questions should be formulated that:

- Test for comprehension of significant factual material and the relationship of the material to concepts and understandings.
- Test the ability to use the analytical process in working with facts and generalizations.

Subjective, essay type questions can be used to test the comprehension of the concepts. If the objective is to test the analytical process, the questions can be used to collect data in a new evaluation. The student is asked to parrot text and learn by rote.

1. Discuss the political and social problems of the history subconcepts that have been provided by those concepts. This is a good use of opportunities.
2. Formulate a hypothesis concerning the Great Depression or any other historical period. Test the premise with pertinent data.
3. What do you think of the role of the federal government in the Great Depression?

Objective type questions can be used to test the comprehension of memory. Objective type questions can be used to test the use of the analytical process.

Quote important events and persons from the speech. Address: "So first of all let me say that the only thing we have to be afraid of is fear itself."

1. Tell in your own words the main ideas that F.D.R. tried to express in his speech.
2. In this speech, F.D.R. attempts to do the following:
 - a. outline his program for the nation.
 - b. outline his program for the world.
 - c. listing the problems of the nation.
3. In this speech, F.D.R. says the following:
 - a. the problems of the nation are easily solved.
 - b. that man can profit most from the problems of the nation.
 - c. that the problems of the nation are economic in nature.

CLAS IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM (continued)

Essential Understandings to Concepts:

understandings to social studies concepts is the heart of the conceptual approach, for concepts provide the over-arching integration of the K-12 social

Hopefully, these social studies understandings and their meaning reinforced the social studies curriculum and on all

an understanding can be effectively studies concept. For example, the developed in illustration #2: "Until 1933, you not assume responsibility for the the economic concepts "A society's change and often tends to become Economic systems have a marked in- the economic and social institutions. can also be related to the historical, political, and economic problems ant e previous historical situations."

be noted that a social studies concept is a premise. For example, the history leadership results from the inter-personalities" can be examined in and his influence on the nation during

coincide with the learning objectives of the curriculum. Further, a conceptual approach should be employed. That is, it should be formulated that:

the comprehension of significant factual problems relationship of the material to concepts ability to use the analytical process to its and generalizations. 30

Subjective, essay type questions may be used to test the comprehension of memorized material. However, if the objective is to test the use of the analytical process, the question should require the student to use data in a new evaluative manner (not merely permit him to parrot text and lecture facts, analysis, etc.).

1. Discuss the political career of F.D.R. in light of the history subconcept: "Leadership has traditionally been provided by those able to recognize and take advantage of opportunities inherent in a given situation."
2. Formulate a premise concerning the effects of the Great Depression on the American farmer and validate the premise with pertinent data.
3. What do you feel should be the role of the federal government in the economy?

Objective type questions can be used to test the comprehension of memorized material. Well-formulated objective type questions can also effectively test the use of the analytical process.

Quote important excerpts from F.D.R.'s inaugural address: "So first of all let me assert my firm belief that the only thing we have to fear is fear itself."

1. Tell in your own words (a short paragraph) the main ideas that F.D.R. is attempting to express in this speech.
2. In this speech, F.D.R. is primarily:
 - attempting to bolster the morale of the nation.
 - outline his New Deal program.
 - listing the causes of the depression.
3. In this speech, F.D.R. assumes that:
 - the problems of the depression were to be easily solved.
 - that man is not primarily motivated by the profit motive.
 - that the solutions to the nation's economic problems lie in applying traditional economic principles.

IMPLEMENTING THE CONCEPTUAL APPROACH TO THE SOCIAL STUDIES CLASS

Some Implications of the Conceptual Approach.

In using the conceptual approach, the teacher must be highly selective in choosing the content to be presented in the course. The history teacher, for example, will find it necessary to abandon the traditional chronological approach. The conceptual approach encourages the detailed investigation of causes, effects, events, personalities, etc.

The conceptual approach is flexible. It can be used effectively in any social studies class. It can be used with several variations. For example, the case study and the problem approach both follow a similar analytical process and have the similar objective of arriving at generalized understandings.

Summary.

The conceptual approach to teaching social studies attempts to coordinate the objectives of the social studies curriculum. It provides a conceptual framework for the social studies curriculum on all grade levels.

The important factors in the implementation of the conceptual approach are:

- Formulating premise.
- Testing premise by asking questions which define the problem and relate the applicable data.
- Investigating the implications of the premise.
- Developing significant understandings from the premise.
- Relating the understandings to the social studies conceptual framework.
- Cultivating sensitivities which evolve from the understandings.

3 CLASS ELEMENTING THE CONCEPTUAL APPROACH TO THE SOCIAL STUDIES CLASSROOM (continued)

the Conceptual Approach.

in conceptual approach, the teacher must be highly selective in choosing material to be included. A history teacher, for example, will find it necessary to abandon the "cover-the-waterfront" approach. The conceptual approach encourages the detailed investigation of carefully selected significant periods, etc.

The social approach is flexible. It can be used effectively in any social studies course. It can also be used in variations. For example, the case study and the problem approaches to teaching use the same understanding have the similar objective of arriving at generalized understandings.

The conceptual approach to teaching social studies attempts to coordinate classroom practices with the social studies curriculum. It provides a conceptual framework for the integration of the social studies at all grade levels.

Factors in the implementation of the conceptual approach are:

- Formulating premise.
- Testing premise by asking questions which define the premise and relate the applicable data.
- Investigating the implications of the premise.
- Developing significant understandings from the premise.
- Relating the understandings to the social studies conceptual framework.
- Cultivating sensitivities which evolve from the understandings.

IMPLEMENTING THE CONCEPTUAL APPROACH
IN THE TEACHING OF SOCIAL STUDIES

SUMMARY

The Conceptual Approach:

1. employs the analytical process in formulating and testing of generalizations: premises understandings concepts
2. encourages the teacher to select significant periods, events, topics, etc. from the course material for detailed analysis.
3. attempts to coordinate classroom practices with the objectives of the social studies curriculum:
 - a. attaining knowledge of facts, concepts, etc.
 - b. mastering skills involved in abstracting, testing, relating, and applying generalities
 - c. cultivating sensitivities: attitudes, values, and interests
 - d. developing the ability to work within and contribute to a group situation
4. provides a framework for the integration of the social studies curriculum on all grade levels.

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identify
evaluate
ascertain
premise _____
e.g. The New Deal was experimental, wa
resulted in a ch
attitude concern
role of the gove
the economy.

formulating
a premise th
discussion

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE TEACHING OF SOCIAL STUDIES

Conceptual Approach:

analytical process in
and testing of generali-
tions
premises
derstandings
concepts

the teacher to select
periods, events, topics,
the course material for
analysis.

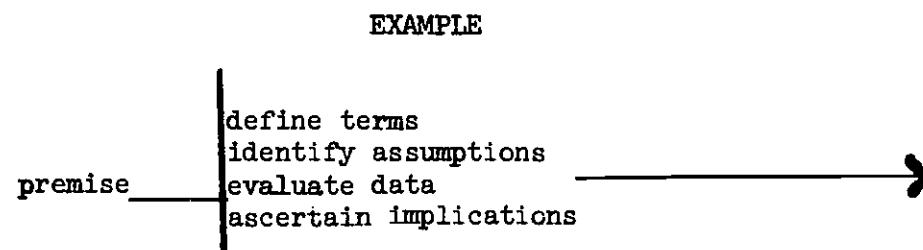
coordinate classroom
with the objectives of
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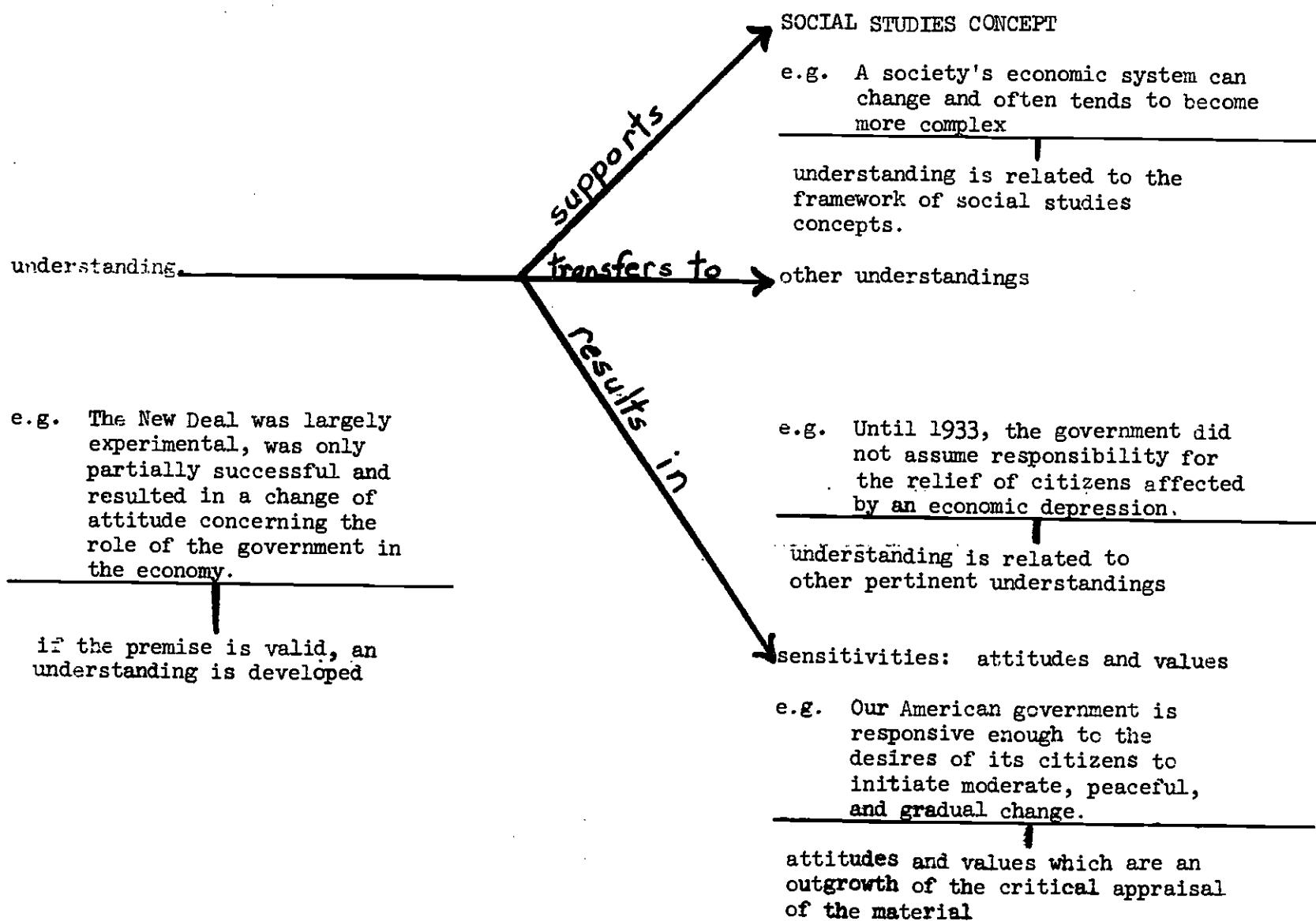
framework for the inte-
the social studies
on all grade levels.



e.g. The New Deal was largely
experimental, was only
partially successful and
resulted in a change of
attitude concerning the
role of the government in
the economy.

formulating and testing
a premise through class
discussion

IMPLEMENTING THE CONCEPTUAL APPROACH
IN THE TEACHING OF SOCIAL STUDIES



SOCIAL STUDIES SKILLS TO BE DEVELOPED AND RELATED

The accumulation of skills is a form of learning, and the systematic development of skills is basic to the orderly development of fundamental social studies concepts. The skills desired in the social studies: acquisition of knowledge, the ability to think critically, an awareness of the ever changing world in which we live, and the ability to relate knowledge to experience, are basic to the social studies curriculum. The social studies curriculum builds upon those skills which are peculiar and dominant in the field of the social studies. The teacher is keenly interested in developing skills in writing, speaking, reading, and listening. The social studies courses focus on developing a sense of time and chronology, a sense of place, and a sense of people. The teacher is also interested in encouraging the learner to employ those intellectual and methodological skills which are necessary for the development of knowledge and for the use of knowledge.

Skills and concepts are closely related. As concept development provides a hierarchy of manageable categories of knowledge, so too, do skills provide a hierarchy of manageable categories of skill development. As the learner achieves a mastery of earlier forms, skills should not be taught as ends in themselves, but developed functionally within the context of a given body of social studies knowledge as a means to an end rather than an end in itself.

In using skills to serve this functional purpose there is a certain amount of chance involved. Some skills might be left to chance as an outcome of the functional setting in which the learner is placed. Systematic guidance and instruction in the development and use of skills is necessary. The teacher's role is to help the learner to get constructive firsthand experience in performing skills, and to help the learner to discriminate between inefficient and effective skills.

The teacher must decide which skills are needed at any given point in the development of the learner. It is necessary to relate skill development to the intellectual, emotional, and physical development of the learner, as well as the world of experiences that the learner brings with him to the classroom. The teacher must be able to identify those skills that are necessary if the concepts selected for study are to be realized. One must also remember that the continued maintenance of skills is as important as the effective introduction of a skill technique.

Skills employed in the social studies field can be identified in the following categories:

- Work-study skills
- Thinking skills
- Group process skills
- Social living skills

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER

ation of skills is a form of learning, and the systematic development of a hierarchy of skills is the orderly development of fundamental social studies concepts. These skills are geared to the needs in the social studies: acquisition of knowledge, the processes of research, development of thinking, an awareness of the ever changing world in which we live, and a continuation of interest in the school program. The social studies curriculum bears the responsibility for the teaching of skills which are peculiar and dominant in the field of the social studies. Although the social studies are keenly interested in developing skills in writing, speaking, and group participation, social studies focus is on developing a sense of time and chronology, a sense of geographic location and relationship as well as encouraging the learner to employ those intellectual and mechanical processes necessary in obtaining knowledge.

concepts are closely related. As concept development promotes the orderly development of a hierarchieable categories of knowledge, so too, do skills promote a parallel ability to use and direct growth. To this end, skill development should increase in sophistication and difficulty as the student achieves a mastery of earlier forms. Skills should not be taught for the skill's sake, but should be functionally within the context of a given body of social studies material. Hence the skill serves to an end rather than an end in itself.

ills to serve this functional purpose there is a certain danger that the development of specific skills may be left to chance as an outcome of the functional setting in which the skill development is. Systematic guidance and instruction in the development and use of the skill is necessary if the learner is to get constructive firsthand experience in performing skills correctly. Guidance is also needed to help the learner to discriminate between inefficient and efficient performance of a skill.

point must decide which skills are needed at any given point in the development of the learner's growth. It is necessary to relate skill development to the intellectual maturity level of the learner as well as to the world of experiences that the learner brings with him to the classroom. It is equally important to select those skills that are necessary if the concepts selected for development at a given grade level are to be realized. One must also remember that the continued maintenance of effective skill use is as important as the effective introduction of a skill technique.

in the skills employed in the social studies field can be identified in the following general categories:

- work-study skills
- thinking skills
- group process skills
- social living skills

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY

Specifically, at the junior high school level those skills which receive need to be maintained and refined. These include:

- Work-study skills: reading, outlining, map and graph interpretation, organizing and summarizing material.
- Thinking skills: the beginnings of analysis, critical thinking.
- Group process skills: leadership and participant roles in group communication with others.
- Social living skills: living and working together, learning to take turns, respecting rights and views of others.

Within the context of the learner's intellectual maturity and experience categories of skills should be brought to focus upon the refinement of the learner relative to:

- A sense of time and chronology: organizing information about historical change, understanding related problems and processes as they might be related in time, developing the ability to get a sense of time and chronology and the evolution of human institutions with the individual.
- A sense of geographic location and relationship: location of a place, understanding geographic relief characteristics as they influence a place, developing a sense of geographic location while reading.
- A sense of utility and effectiveness in using individual and group techniques in social studies: using the panel discussion technique, roundtable, forum, debate, using the library; preparing oral and written reports; adjusting the type and purpose of social studies material used; adaptation of techniques used in supplying social studies information.

0 BY
SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER (continued)

receiv~~ing~~ at the junior high school level those skills which receive emphasis at the elementary level maintained and refined. These include:

interpre~~ting~~ skills: reading, outlining, map and graph interpretation, locating and collecting data, organizing and summarizing material.

thinking skills: the beginnings of analysis, critical thinking, problem solving.

group process skills: leadership and participant roles in group undertakings, reporting and communication with others.

ng to social living skills: living and working together, learning to give and take, assuming responsibility, taking turns, respecting rights and views of others.

riend~~s~~ context of the learner's intellectual maturity and experiences, these four general~~s~~ of skills should be brought to focus upon the refinement of performance and accuracy on the part of relative to:

out~~ing~~ sense of time and chronology: organizing information about time, understanding the sequence of~~ess~~ historical change, understanding related problems and processes of social development and conflict~~o~~ they might be related in time, developing the ability to generalize about the relationship between~~s~~ with~~the~~ and chronology and the evolution of human institutions with their resulting effects on the individual.

of~~ing~~ sense of geographic location and relationship: location of different cultural and ethnic groups, un~~der~~standing geographic relief characteristics as they influence different cultural group development, developing a sense of geographic location while reading.

and~~ing~~ sense of utility and effectiveness in using individual and group research and reporting techniques:
debate~~ing~~ the panel discussion technique, roundtable, forum, debate, and symposium; doing committee work;
justin~~ing~~ the library; preparing oral and written reports; adjusting the learner's reading rate to the~~on~~ purpose of social studies material used; adaptation of the learner's listening to the~~techniques~~ used in supplying social studies information.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED

The objectives and directions of the junior high school skills program of a comprehensive vertical and horizontal program of skill development meets the former elementary student where he is in terms of his skill and experiences, and it prepares him for the increased dimensions and that he will be exposed to at the high school level. It should be horizontal teacher shares and cooperates with teachers of other disciplines in the school. While serving as a laboratory for the development and application of skills, the school is serving its primary function of preparing the learner for life. When motivated, the learner will be encouraged to maintain these skills as a part of his adult life.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER (continued)

and directions of the junior high school skills program in the social studies should be a part of a progressive vertical and horizontal program of skill development. It should be vertical in that it carries the elementary student where he is in terms of his skill development, his intellectual maturity and his social and emotional growth. It should be horizontal in that it prepares him for the increased dimensions and more complex understandings of skills he will be exposed to at the high school level. It should be horizontal in that the social studies program and cooperates with teachers of other disciplines in the skill development at each grade level. It should be a laboratory for the development and application of significant social studies skill, the carrying out of significant social studies activities, and the realization of significant social studies experiences. In this way, the learner will be encouraged to maintain these skills as a functioning part of his personality throughout his adult life.

CLASSROOM CURRICULUM PLANNING

We can no longer look to the isolated classroom experience as the be-all and end-all of instructional practice. Those who worked to develop this guide had this constantly in mind, and it is hoped that this section will help users of the guide to structure learning experiences that will take their students beyond the physical and intellectual confines of any single classroom.

Curriculum planning at the classroom level involves the same kinds of problems and should utilize the same processes as planning on a school or district level. The problems involved are:

- Determining objectives --What educational purposes or objectives should the school or course seek to attain?
- Selecting and planning of appropriate learning experiences --What learning experiences can be provided that are likely to bring about the attainment of these purposes?
- Organizing learning experiences into a meaningful total pattern --How can they be effectively organized to help provide continuity and sequence for the learner and to help him in integrating what might otherwise appear as isolated learning experiences?
- Implementing the results -- How will the total process be implemented? What pre-planning is necessary? Who needs to be involved? What facilities and materials are needed?
- Evaluation of the total impact upon students -- How can the effectiveness of learning experiences be evaluated by the use of observations, tests, and other systematic evidence-gathering procedures?

As classroom teachers face these problems in their daily decisions of what to teach and how to teach it, they should find the following sections useful. We wish to emphasize, however, that the following materials are neither prescriptive nor all-encompassing. They are only intended as aids, and we hope that in considering them teachers will keep the following questions in mind:

- Do these situations apply to my school and subject?
- How appropriate are they to the needs of my students?
- Are the suggested uses practical in my particular situation?

CLASSROOM CURRICULUM PLANNING (continued)

Determining Objectives

The first problem in curriculum planning rightly focuses on objectives or purposes. If we recognize that learning is a cumulative, developmental process, then we must consider the goals, or objectives, toward which we are directing our efforts. Furthermore, if these objectives are to be useful in directing our efforts, they must be stated in measurable terms. Much attention has been directed in recent literature to stating objectives in behavioral terms which can be measured. Our purpose here is not to develop a list of objectives for any teacher, but to give teachers an insight into problems involved, and procedures useful, in developing their own course objectives.

It should be recognized that goals (or objectives) may be either cognitive or affective in nature: that is, they may involve purely intellectual characteristics, or they may include the emotional domain. They also may be long or short term, and may apply to an individual lesson, a unit, a course of study, or to the outcomes of education in general. The criteria for their development may range from the needs and desires of a society or sub-society, to the transmission of the cultural heritage, to the needs of individual students. As illustrations of long-term goals which are measurable, the following are submitted:

A. Cognitive Goals

- That students possess a sound knowledge of sources of information.
- That students possess the ability to read critically.
- That students possess the ability to communicate an idea, either orally or in writing.
- That students possess an awareness of the interrelatedness of knowledge.
- That students possess an ability to identify and assess the importance of the many factors involved in problems facing humanity.
- That students possess the ability to carry on independent study.

B. Affective Goals

- That students appreciate our democratic heritage.
- That students are aware of their civic rights and responsibilities.
- That students possess a respect and appreciation for human values and for the beliefs of others.
- That students possess social competency.
- That students recognize and practice ethical behavior.
- That students possess esthetic appreciation.
- That students make wise use of their time.

CLASSROOM CURRICULUM PLANNING (continued)

Selecting and Planning Appropriate Learning Experiences

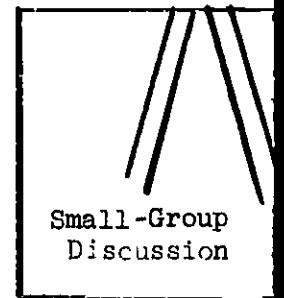
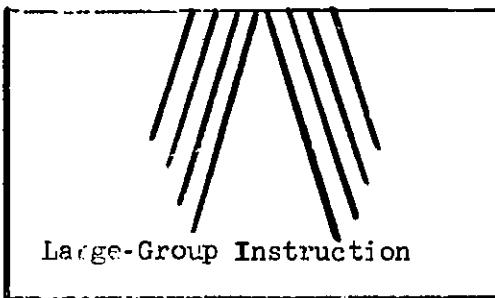
A. Organization of Instruction (see J. Lloyd Trump. Images of the Future.) It appears a foregone conclusion that Madison schools will, in the future, be organized around three kinds of activities:

1. LARGE GROUP INSTRUCTION: includes a number of activities carried out in groups larger than the standard class size. Instruction and discussions will be carried out by teachers who are particularly competent, who have more adequate time to prepare, and who will utilize the best possible instructional aids. The amount of time spent in large groups will vary according to subjects, at different stages within a subject, and in accordance with student interest and maturity.
2. SMALL GROUP DISCUSSION: (Class discussions or seminar-type activities) Here students and a teacher put mind against mind to sharpen understandings. They should examine terms and concepts, solve problems, and reach areas of agreement and disagreement. This should be primarily a student activity, with the teacher sitting in as counselor, consultant, and evaluator.
3. INDEPENDENT (INDIVIDUAL) STUDY: Study activities should engage students as individuals, or in groups of two or three, with a minimum of constant supervision. Some suggested activities for students might be to read, listen to records and tapes, view, question, experiment, examine, consider evidence, analyze, investigate, think, write, create, memorize, record, make, visit, and self-appraise. These activities should take place in project and material centers, museums, workshops, libraries, and laboratories, in and outside the school. Teachers should serve as consultants, and assist students to clarify goals and content.

CLASSROOM CURRICULUM PLANNING

ORGANIZATION OF INSTRUCTION

Teaching-Learning Experiences:



LEARNING EXPERIENCES

- Introduction
- Motivation
- Explanation
- Planning
- Group Study
- Enrichment
- Generalization
- Evaluation

PHYSICAL LOCATION

Auditorium, little theater, cafeteria, study hall, classrooms joined via television or remodeling, other large room

LEARNING EXPERIENCES

- Examine terms and solutions

- Reach areas of agreement and disagreement

- Improve intergroup relations

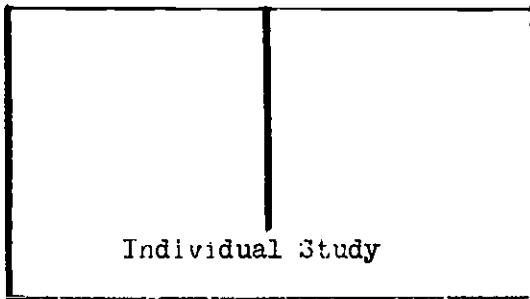
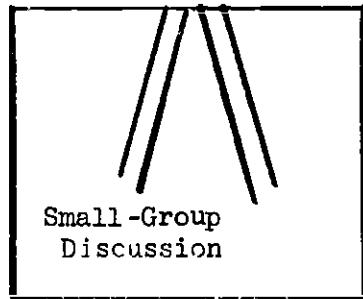
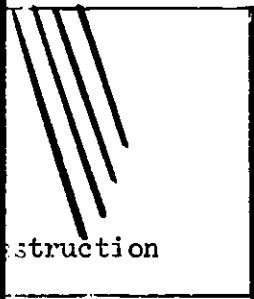
PHYSICAL LOCATION

- Conference room, study room

PLANNING
INSTRUCTION
CLASSROOM CURRICULUM PLANNING (continued)

ORGANIZATION OF INSTRUCTION

e.g. Experiences:



LEARNING EXPERIENCES
Examine terms, concepts, and solutions of problems
Reach areas of agreement and disagreement
Improve inter-personal relations
PHYSICAL LOCATION
Conference room, classroom

LEARNING EXPERIENCES
Read
Listen to records and tapes
View, question, analyze, think
Experiment, examine, investigate, consider evidence
Write, create, memorize, record, make
Visit
Self-appraise
PHYSICAL LOCATION
Library, laboratories, workshops, project and materials centers, museums--inside or outside the school plant

CLASSROOM CURRICULUM PLANNING (continued)

B. Specific Techniques

Within the organizational framework developed on pages 27 and 28, the following techniques should assist in helping students develop the desired social studies skills.

1. PANEL DISCUSSIONS AND SYMPOSIUMS

a. Panels

- (1) Form and Description: A panel discussion is an extremely useful way for committee members to present their data and conclusions to the class. The number of panel members may vary, though four to six is usually considered an effective number. The speakers sit behind a table facing the audience, and do not rise to speak unless they cannot be seen and heard easily otherwise. The members explore their subject in conversation among themselves.
- (2) Topics: Topics for panel discussions should be carefully chosen. The topic should always be one that permits differences in points of view. The question should be simple and concrete, and the students should be interested in it and capable of discussing it.
- (3) Tasks:
 - (a) Chairman: The chairman is the most responsible member of the group. He introduces the problem, states the issues involved, recognizes, introduces, and calls upon the various panel members, directs the discussion, and summarizes the points made. He must draw out members who are not participating, and keep others from monopolizing the discussion. He is responsible for seeing that the discussion develops in a logical, unified way, and that all points of value are presented and evaluated.
 - (b) Members: All panel members need much preparation and planning. They should be thoroughly familiar with the problem, and prepared on all issues to be discussed. They should have the essential facts for forming and defending a point of view, and should be able to present these facts to the class clearly and logically. No member of the panel makes a formal presentation, except sometimes in introducing a problem for discussion. Rather, every speaker contributes to the discussion informally as each issue is raised.

CLASSROOM CURRICULUM PLANNING (continued)

- (c) Audience: The audience does not interrupt the panel; after the panel has discussed a subject, the audience takes part on the invitation of the chairman. The open discussion period is used to clarify issues, and to ask for additional information if needed. The audience is responsible for getting the data presented and understanding the problem discussed.
- b. Symposiums: a symposium is a discussion in which several persons, under the direction of a chairman, present different phases of a subject in separate speeches. Each speaker gives a short three to five minute talk in which he presents his point of view or the aspect of the subject for which he is responsible.

The chairman introduces the topic, states the responsibility of each speaker, provides transitions from one speech to the next, and summarizes at the conclusion of the presentations. He also takes charge of the question and answer period which may follow the presentation.

Symposiums are more suitable than panels for younger students or those with less verbal ability. The speakers' responsibility is more limited, and they are not involved in the free give-and-take or spontaneous thinking required of members of a panel.

2. DEBATES AND FORUMS

- a. Debates: When properly used, planned, and directed, the debate can be an extremely effective classroom technique. This is because it is a critical instrument aimed at a reflective judgment and because when properly utilized it employs a method that is persistently self-regulative. A debate, to be effective, should:
 - be employed only when problem situations have been reduced to alternatives.
 - be designed to produce critical (reasoned and reflective) ends and means.
 - be focused on investigation rather than persuasion.
 - be cooperative rather than competitive. (i.e. ideas come into conflict within the broader framework of a distinctly cooperative endeavor.)

CLASSROOM CURRICULUM PLANNING (continued)

If the following controls, or rules of procedure, are adhered to, debates will prove stimulating and rewarding.

- Each party has an equal opportunity to develop his point of view.
- Each party calls upon the other to set forth for public examination the facts and reasoning upon which that view is based.
- Judgment is suspended until both sides are heard.
- The decision that finally emerges is not made by the contending parties themselves, but by an impartial individual or body playing the responsible role of arbitrator.

b. Forums: A forum is another type of oral presentation. Here two or four persons present opposite points of view on a topic and then answer questions raised from the floor. All questions raised by the audience go through the moderator. This technique can be especially effective for small committees working on controversial problems.

See the form on page 32 for a suggested evaluation form for oral reports.

3. RESEARCH REPORTS

Another useful technique for skill development in social studies is the research report. Although some teachers feel that these projects are only busy work, encouraging plagiarism and other forms of cheating, this is usually true only when there has been inadequate planning, thought, and supervision on the part of the teacher. To be more specific, this kind of task will fail when:

- a. students are unprepared for the task.
- b. the topic is obscure and not individualized.
- c. there is lack of guidance by teachers, either as a result of lack of preparation or lack of concern.
- d. there is a lack of proper evaluation.

EVALUATION OF GROUP REPORTS

Date _____ Subject or Group Report _____

Subject or Group Report _____

Member of reporting group: Yes

	Excellent	Good
1. Was the problem or topic clearly defined?		
2. Were the issues sufficiently discussed?		
3. Was the presentation well organized and interesting?		
4. Did the presentation give evidence of effective group work?		
5. Did the report stimulate thinking? Did you learn something?		
6. Was there evidence of research?		
7. Was the method used by the committee in making its report effective and suitable?		
8. How would you judge the class response to the presentation?		

EVALUATION OF GROUP REPORTS

Subject or Group Report _____

Member of reporting group: Yes _____ No _____

ORTS

Good

Excellent Good Fair Weak Ineffective

the problem or topic clearly defined?

	Excellent	Good	Fair	Weak	Ineffective
the problem or topic clearly defined?					
the issues sufficiently discussed?					
the presentation well organized and interesting?					
the presentation give evidence of effective group work?					
the report stimulate thinking? Did learn something?					
there evidence of research?					
the method used by the committee in writing its report effective and suitable?					
would you judge the class response to the presentation?					

the presentation well organized and interesting?

the presentation give evidence of effective group work?

the report stimulate thinking? Did learn something?

there evidence of research?

the method used by the committee in writing its report effective and suitable?

would you judge the class response to the presentation?

CLASSROOM CURRICULUM PLANNING (continued)

3. RESEARCH REPORT (continued)

The first step in a successful term assignment is to think through the reasons for the assignment.

- Will it add to the students' knowledge of the subject?
- Will it strengthen their abilities to locate and analyze information?
- Will it further their abilities to organize and communicate that information in written form?

The following suggested procedure provides an orderly sequence of steps which should insure successful research topics:

- a. Teacher should do some advance planning:
 - Visit the school library - check on the available sources and references.
 - Talk to the librarian - get her opinions and find out how she will be able to help.
 - Be sure that students have mastered the basic reference skills.
 - Locate available community resources.
- b. When making assignments, allow the students a considerable choice of topics:
 - Guide their selections by considering such things as the level of their ability and the materials available.
 - Have them make preliminary surveys of materials before accepting final choices.
- c. Make sure that they understand how to take notes, footnote, and construct and use bibliographies.
- d. Set two deadlines:
 - For notes or rough drafts - check general progress, give suggestions on organization, research, etc.
 - For final draft.
- e. Establish form requirements for the finished report. A mimeographed hand-out with examples and illustrations is helpful.
- f. For honest work, set no rigid requirements on length or number of references required.

CLASSROOM CURRICULUM PLANNING (continued)

- g. Establish, stick to, and inform students of a uniform grading procedure.
- h. Provide follow-up. Discuss with students the work they have done, what they have gained from it, and what they found especially difficult.
- i. Repeat visit to the librarian. Thank her for her help, make suggestions for additional materials, pass on constructive comments from students.

4. FIELD TRIPS

Field trips are excellent opportunities for students to learn firsthand about their community. They should be considered real learning experiences rather than outings or joy rides. The following questions should assist the teacher in planning and conducting successful field trips:

- a. Does the need for this field trip grow out of regular classroom work?
- b. Is a field trip the best method of gaining the needed information?
- c. Am I, as teacher, familiar with the place to be visited so I know what is to be seen?
- d. Have I made all of the necessary administrative arrangements through the principal's office?
- e. Have I contacted the place to be visited in advance, to inform them of the needs and interests of the group?
- f. Have I prepared the class for the experience?
 - given them specific information as to what to look for?
 - discussed the most effective ways to observe and take notes?
- g. Can everyone see and hear?
- h. Were the observations made while on the trip discussed upon returning to the classroom? What other follow-up activities were engaged in?

CLASSROOM CURRICULUM PLANNING (continued)

5. ORAL REPORTS

Students should be given many opportunities to work alone, as well as in groups. It is often more efficient for one student, rather than a committee, to do a particular piece of research and report upon it to the class. Individual reports serve the two-fold function of helping young people learn to speak before a group in a logical and interesting manner and helping the group develop good listening habits. To fulfill these aims, a report must be well prepared; the individual giving the report should have something important to say and should say it clearly and interestingly, and the students in the class should be held responsible for learning the information he presents.

It is always helpful to have the class discuss what constitutes a good oral presentation from the standpoint of content and delivery, and to set up a list of criteria with which to evaluate the effectiveness of reports. The form on page 36 which is published in Quillen & Hanna's Education for Social Competence, might prove helpful in this regard.

6. BUZZ GROUPS

Buzz groups are small groups of four or five students who meet for a few minutes to talk. One member of each group should serve as the recorder, to report the group's decisions to the class. The recorder may volunteer, be appointed by the teacher, or be selected by the group.

Buzz groups can be used for getting a quick reaction to a controversial issue, for planning the next steps in a unit, for assessing the relative importance of proposed topics of study, and for setting up rules or regulations for class activities or materials. They are also valuable in practicing a skill and in evaluating student work and progress.

7. AUDIOVISUAL PRESENTATIONS

Audiovisual presentations may be made either by the teacher, or by students in conjunction with various presentations. When used in support of other teaching activities, they can prove extremely effective. They should be thought of as integral parts of the total plan, selected because they seem most appropriate to a particular point in a lesson.

A detailed discussion of the use of various audiovisual aids can be found in the Madison Public Schools Curriculum Department publication entitled Teaching Techniques. Our purpose here is only to mention the kinds of aids available and which should be made a part of the planning of all social studies teachers. They are:

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FILMS
FILMSTRIPS
RECORDINGS, TAPES, PHONOGRAPH

OVERHEAD PROJECTORS
OPAQUE PROJECTORS
BULLETIN BOARDS

SLIDE PROJECTORS
PROGRAMMED INSTRUCTION
TELEVISION (LIVE AND CLOSED CIRCUIT)
DISPLAY PANELS

EVALUATION OF AN ORAL REPORT

Student presenting report.....Date.....

Topic presented.....

Unit or problem to which report is related.....

Directions: Draw a circle around the dot in the column which best corresponds to your appraisal of that aspect of the report. D stands for definitely yes; S for somewhat; N for no.

The Report

D S N

1. Are the facts and ideas presented relevant and pertinent to the topic? · · ·
2. Is the material well organized? · · ·
3. Does the introduction arouse your interest? · · ·
4. Does the conclusion draw together the ideas in an effective manner? · · ·
5. Is the material drawn from reliable and adequate sources? · · ·

Delivery

1. Has adequate preparation been made so that the speaker talks without hesitation? · · ·
2. Does the speaker seem enthusiastic about his subject? · · ·
3. Can the speaker be heard easily? · · ·
4. Can the speaker be understood clearly? · · ·
5. Are the words pronounced correctly? · · ·
6. Is the choice of words commendable? · · ·
7. Is the language grammatical? · · ·
8. Is the speaker's posture easy and dignified? · · ·
9. Does the speaker hold the interest of his audience? · · ·

General Evaluation of the Report

Signed.....

CLASSROOM CURRICULUM PLANNING (continued)

8. DRAMATIZATIONS

Various forms of dramatization are becoming increasingly popular as techniques for presenting facts or getting across ideas and points of view. Because drama, in one form or another, carries an emotional as well as an intellectual appeal, it usually makes a deeper and a more lasting impression on students than ordinary oral or written reporting.

a. Sociodramas, or role-playing

The sociodrama is an unrehearsed dramatization in which the players attempt to make a situation clear to themselves and to the audience by playing the roles of the participants in the situation. If a sociodrama is to be meaningful and if real learning is to take place, the problems with which it deals must be significant to the participating students. It is a technique for solving problems, and the problems which are most meaningful to students are those which frustrate them and have not been solved to their satisfaction. Thus the sociodrama is especially valuable in the areas of interpersonal relations and social problems.

When most effective, the sociodrama is introduced with a problem story. The teacher reads to the class a realistic and dramatically effective account of a situation which stops at the height of a dilemma. The students are then encouraged to act out in role-playing sessions the way they think the story would actually end.

Using sociodramas successfully in the classroom involves the following steps:

- Deciding on a problem.
- Selecting the cast.
- Planning the drama.
- Getting the audience ready to observe.
- Playing the drama.
- Discussing and evaluating.
- Replaying the roles.
- Generalizing for future action.

b. Other forms of dramatization which can be used are:

- Mock conventions and assemblies
- Student-written plays
- Published plays

CLASSROOM CURRICULUM PLANNING (continued)

9. RESOURCE PERSONS

Resource persons are frequently used as speakers. Social studies instruction presents many opportunities for the systematic utilization of resource people. Teachers and students alike should obtain the assistance of resource people to acquire firsthand knowledge and accurate information about specific problems and topics. Resource persons may be directly associated with the various institutions, agencies, factories, branches of government, newspapers, and museums that are found in the community. Learning opportunities and sources of new materials are provided through planned talks, discussions, demonstrations, and displays presented by such resource people. The human and material resources of any community, when properly utilized, can help meet the growing needs and interests of our youth. They are available for rich learning experiences when needed in the program.

Some criteria for the use of resource persons follow:

- a. The students are well prepared beforehand with information derived from books and experiments.
- b. They have questions to ask and are prepared to integrate the answers with other information. They are not dependent on the rehearsed presentation.
- c. The contact (lecture, tour, interview, etc.) is planned so that there is room for spontaneous questions and ideas.
- d. The inquiry is conducted so that the resource person has access to concrete examples of every point or idea he offers.
- e. The use of the resource person is a natural outgrowth of the study. The children need him as a source of information.
- f. The resource person has control of his subject. He can speak with experience, and he can control events to the degree that he can efficiently contribute to the knowledge of the students.

CLASSROOM CURRICULUM PLANNING (continued)

EVALUATION (See Bruce R. Joyce, Strategies for Elementary Social Science Education.)

The purpose of evaluation is to determine what the child can do, what he knows, what skills he can practice, how well he can think, and what he feels and values. The basic method for finding out about the behavior of an individual is to ask him to behave. If one wants to see whether he can make a map, he should be asked to make a map. If one wishes to know if he can draw conclusions from evidence, he should be presented with evidence and asked to draw conclusions. If the object is to discover what facts he knows about something, then he should be asked to recall facts or to associate facts with ideas. When one wants to know how he attacks problems, problems should be presented and his strategy of attack observed.

Evaluation or testing should be guided by several principles:

1. It should be a cooperative endeavor on the part of both teacher and pupil. To be measurably aware of a child's progress (or lack of it) is just as important to the child himself as it is to the teacher. After each evaluation, the teacher and pupil should plan jointly for corrective instruction or intensified pursuit of certain interests.
2. Evaluation should be closely related to the objectives of the curricular program.
3. Evaluation, to be effective, must define behavioral changes in such a way that teachers can recognize means of improving or refocusing their instruction.
4. Evaluations should be made not just once but twice, both before and after a period of instruction, in order to determine accurately the effect of the instruction.
5. Formal tests and problem questions should measure not only the child's fund of factual information but also his ability to use organizing concepts and his ability to evaluate information, make inferences, and draw conclusions.
6. Evaluations must further measure not only knowledge and thinking ability, but also attitudes, which may be best determined simply by observing each child in various activities.

CLASSROOM CURRICULUM PLANNING (continued)

The form on pages 42 and 43 should provide teachers with both a visual and quantitative measure of the extent to which they provide students with opportunities to develop various skills in terms of the kinds of activities engaged in. These forms are available in quantity through the Curriculum Department, and we urge each teacher to make use of them.

A. HOW TO USE THE FORM: The form lists various skills on the vertical axis, and different class activities on the horizontal axis. Each form provides space to record the activities for five class periods. In using the chart, the teacher would each day place a small check mark in each square which represents a skill that was brought into play by any activity engaged in by the teacher and the class during that class period, or in preparation of an assignment for that class period.

B. INTERPRETING THE RESULTS

1. Visual Evaluation -- By looking at the charts over a period of time, the teacher can see which skills and which activities he tends to concentrate on. Conversely, he can also see which skills and activities are not being stressed as much as they perhaps should.
2. Quantitative Evaluation -- By counting the number of times a particular skill was reinforced, or a particular activity engaged in, the teacher can provide himself with a numerical analysis of the extent to which particular skills and activities are stressed or are not stressed over a period of time. This can be made more apparent by reducing the numerical totals to graphs or charts.
3. Qualitative Analysis -- To make qualitative judgments from this form is difficult because of a lack of weighting criteria. For instance, do all skills require the same amount of reinforcement? Was the subject matter applicable to the development of some skills or activities more than others? What were the particular needs of the class over this period of time? What provisions are there for varied abilities of students? In spite of this, some qualitative judgments can be made. If, for instance, test results showed that students were not adept at a particular skill, the teacher could look at the chart to see in fact how much attention was given to that particular skill. If the answer is not very much, then the solution is obvious. If, on the other hand, a rather heavy concentration was made on the skill and the students still tested out poorly, the teacher might ask the following questions: Was the test an adequate measuring device? Was there something wrong with the way I taught these skills? Could I perhaps have selected other activities more suited to the development of this particular skill? Am I expecting more than I have a right to expect from my students?

VISUAL AND QUANTITATIVE CHART
FOR THE MEASUREMENT OF
SKILL DEVELOPMENT

CLASS ACTIVITIES

CLASSE ACTIVITIES	
TYPE OF LEARNING EXPERIENCES	CLASSE ACTIVITIES
1. communication (oral and written)	
2. critical thinking	
3. discussing	
evaluation	
4. (analysis, appraisal)	
interpreting maps,	
5. charts, graphs	
6. interviewing	
listening and	
7. observing	
making	
8. bibliographies	
9. notetaking	
10. outlining	
11. problem solving	
12. reading	
reports and term	
13. papers (written)	
14. research skills	
15. summarizing	
understanding time	
16. and chronology	
work habits and	
17. study skills	
18. working with others	

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audiovisual presentation

sdnclg zznq

class discussion

committee work

CLASS ACTIVITIES

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
audiovisual presentation																									
buzz groups																									
class discussion																									
committee work																									
debates and forums																									
independent study																									
lecture																									

CLASS ACTIVITIES

CLASS ACTIVITIES

-13

TYPES OF LEARNING EXPERIENCES

communication
 1. (oral and written)

2. critical thinking

3. discussing
 evaluation

4. (analysis, appraisal)
 interpreting maps,
 5. charts, graphs

6. interviewing
 listening and

7. observing
 making

8. bibliographies

9. notetaking

10. outlining

11. problem solving

12. reading
 reports and term

13. papers (written)

14. research skills

15. summarizing
 understanding time

16. and chronology
 work habits and

17. study skills

18. working with others

3 4 5

counseling
 resource people

seminars

sociodramas

tests

tutoring

CLASSROOM CURRICULUM PLANNING (continued)

COGNITION - HIERARCHIES OF DIFFICULTY

In consideration of evaluation as it pertains to testing, care must be taken to distinguish between the test form and the behaviors measured. Form applies to the kind of test instrument used, either objective or essay.

The objective test, which includes multiple choice, matching, key-list, true-false, and relationship or comparative exercises, has many advantages: it is easy to grade; it allows for testing over a broad range of materials; scoring can be accomplished in a completely uniform and impersonal fashion; the tasks presented can be made identical for all students, and when properly conceived and written, it can oblige the student to recall information and follow a built-in line of reasoning, with no evading the writer's intent.

The free response, or essay, question allows the student considerable latitude in composing his answer. Its prime value is that it elicits a "free" response, in that the student decides the what and how of his answer, and presents it in his own words. The student does not have complete freedom, of course, in that the test writer establishes a setting and framework within which the student responds. The essay question provides a direct measure of the writing ability of the student, and of his capacity to organize material and to demonstrate knowledge in depth. The chief weakness of the essay test is that it requires a subjective evaluation by the reader, and that it may fail to measure what the writer intends.

In order to fully develop possibilities of written testing, both kinds of questions, essay and objective, should be used to complement each other, with the limitations of one being matched by the corresponding strengths in the other. Inherent limitations in either type should not be confused with weaknesses incurred through poor test writing practices, however. In order to guard against this, the following section is offered.

Before any test item is constructed, the writer should do some careful planning in terms of:

- the reasons for the test and the ends to be served.
- the nature of the group to be tested.
- the relationship of the test to the purposes and content of instruction.
- the degree to which it can motivate or stimulate interest.

Each question must meet the tests of validity and reliability. In other words, is the item relevant and will it measure what is intended?

Bloom was one of the first to attempt to classify intellectual processes. In his Taxonomy of Educational Objectives, Handbook I, he develops a classification of cognitive educational objectives beginning with knowledge (memory) and extending through comprehension, application, analysis, synthesis, and evaluation. Norris Sanders re-arranged Bloom's Taxonomy somewhat, and has written a very helpful book on how to write questions which bring all of these intellectual activities

CLASSROOM CURRICULUM PLANNING (continued)

into play. Educational Testing Service has produced an inservice kit for teachers entitled "Making Your Own Tests" that should also prove helpful to teachers. We have synthesized all of this material, and have come up with a three-tiered hierarchy; at the first level is knowledge, or memory, which requires only recall of information; the second level is comprehension which still depends upon recall of information, but goes beyond it to include understanding and the ability to grasp the meaning of factual information; the third level we call the utility level - the level at which we are able to go beyond the simple awareness of meaning to an application of that meaning in various forms. Here the student will bring into play his ability to apply, to critically analyze, to interrelate, and to synthesize knowledge. The questions that follow will illustrate how each of these may be tested through carefully constructed test items.

The lowest level of cognition is that of knowledge or memory. Often our objective test items go beyond this level. Two examples of questions which rely on memorized knowledge follow:

1. Qualifications for voting in the U.S. are primarily established by:
 - a. local governmental units.
 - * b. state legislation.
 - c. the Fourteenth Amendment.
 - d. state conventions held by each political party.
2. Which of these was president during the Reconstruction Period?
 - a. Andrew Jackson
 - b. James Polk
 - *c. Andrew Johnson
 - d. Theodore Roosevelt

Question number 2 might have been written as follows to require more thought on the part of the student. Instead of relying on memory, he must utilize his ability to comprehend information to answer the question:

3. Which of these presidential powers did Andrew Johnson feel no need to use?
 - a. to veto legislation
 - *b. to call special sessions of Congress
 - c. to pardon
 - d. to act as commander-in-chief

Higher levels of intellectual activity must be brought into play in answering the following questions which require the student to use his ability to apply, critically analyze and synthesize information:

4. Which of these would come under a different classification than the other three when computing national income?
 - a. the salary of the president of the U.S.
 - *b. the interest received by a bondholder
 - c. the fees received by a doctor
 - d. the wage received by a factory worker

CLASSROOM CURRICULUM PLANNING (continued)

5. "Happily formulated, favored by the times, and backed in effect by the British navy, it at once gained a potency in world affairs that went far beyond the military strength of the American republic." What is being referred to in this quotation?
 - a. The Declaration of Independence
 - *b. The Monroe Doctrine
 - c. The Emancipation Proclamation
 - d. The Fourteen Points of Woodrow Wilson
6. At present, presidential electors are chosen at large rather than from single member districts within a state. What would be a likely development if the latter became the case?
 - a. Only a candidate with a majority of the popular votes could win an election.
 - b. Campaigns would be concentrated within the most populous states.
 - c. The two-party system would be strengthened.
 - *d. The electoral votes of a state would be split among rival candidates.

Key-list items also make excellent objective questions.

Key.

1. if "a" and "a" make a true and complete statement
2. if "a" and "b" make a true and complete statement
3. if "b" and "a" make a true and complete statement
4. if "b" and "b" make a true and complete statement

- A. (a. Like, b. unlike) a political party, a pressure group is likely to (a. have a poorly defined and changing membership,
b. consistently advocate a specific legislative program.) (4)
- B. (a. Like, b. unlike) political parties, pressure groups have tended to have (a. centralized, b. decentralized) organizations. (3)
- C. (a. Like, b. unlike) the political party, a major activity of pressure groups is (a. lobbying, b. harmonizing numerous diverse interests). (3)

Key:

1. A wished to preserve B
2. A wished to bring about B
3. A wished to get rid of B

Column A

- A. The New Deal in 1933
- B. Andrew Jackson
- C. Labor Unions

Column B

Loose construction of the Constitution, with reference to the regulation of industry	(2)
The United States Bank	(3)
Use of the injunction in labor disputes	(3)

CLASSROOM CURRICULUM PLANNING (continued)

Essay questions can also be written to cause the student to perform at any level of cognition. A question asking students to describe Wilson's Fourteen Points is an essay question, but it asks for nothing more than memorized knowledge from the student. The following question calls upon students to demonstrate that they have attained a particular level of skill development, as well as testing their ability to organize and interrelate test data.

Population of the United States, 1790-1960*

Year	Population (millions)	Increase in Past Decade (millions)	Increase in Past Decade (per cent)
1790	3.9		
1800	5.3	1.4	36
1810	7.2	1.9	36
1820	9.6	2.4	33
1830	12.9	3.3	34
1840	17.1	4.2	33
1850	23.2	6.1	36
1860	31.4	8.2	35
1870	38.6	7.2	23
1880	50.2	11.6	30
1890	62.9	12.7	25
1900	76.0	13.1	21
1910	92.0	16.0	21
1920	105.7	13.7	15
1930	122.8	17.1	16
1940	131.7	8.9	7
1950	150.7	19.0	14
1960	179.3	28.6	19

Questions such as the following might be asked pupils to see if they understand the broad purposes of this table:

1. What is the subject of the table?
2. For what country are data provided?
3. For what years are data provided?
4. What three kinds of information are provided for each of the census years, 1800-1960?

* Originally produced on page 71, William P. Mortenson, Donald T. Krider, and Roy J. Sampson, Understanding Our Economy. Boston: Houghton Mifflin Co., 1964. Reproduced on p. 107, Harry D. Berg, ed., Evaluation in Social Studies, 35th Yearbook of the N.C.S.S., Washington: NEA, 1965.

CLASSROOM CURRICULUM PLANNING (continued)

The teacher may also ask students to interpret relationships between the data presented, either by asking a simple question, asking them to compare two figures to arrive at an answer, or asking them to compare more than two figures in order to arrive at an answer:

1. What was this country's population in 1800?
2. What was the percent increase, 1790-1800?
3. For what decades was the percent of population increase the same as for the decade 1790-1800?
4. In which decade did the smallest increase in the total population result in the largest percent increase in population?

Quite possibly the teacher will want to ask questions calling for inferences that depend on recall of information outside the data provided. To illustrate:

1. During which 50-year period (1790-1840, 1850-1900, 1910-1960) was there the greatest percent of population increase? Account for this.
2. Between 1890-1900 and again between 1900-1910 this country had a 21 percent population increase. However, the total population increase for the decade 1900-1910 was greater by 2.9 million than that for the decade 1890-1900. How can that be?
3. This table lists both the total increase in population per decade and the percent of population increase per decade. What are the advantages and limitations of each as an index of population growth?

Obviously, this kind of essay exam could easily be reduced to objective questions, if the teacher so desired. These are only illustrative test items, but the point to be kept in mind is that the development of basic skills is an integral part of day-by-day teaching and learning. For purposes of evaluation, what the pupil can do and evidence of his increasing capacity to do things well are of greatest significance.

All test items reproduced above are taken from the 1965 Yearbook of the National Council for the Social Studies, Evaluation In Social Studies.

CLASSROOM CURRICULUM PLANNING (continued)

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Highly recommended as an additional source is Teaching Techniques, a publication of the Madison Public Schools, available from the Department of Curriculum Development.

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the place of audiovisual materials

AUDIOVISUAL MATERIALS ARE
A NECESSARY PART OF CONCEPT
TEACHING

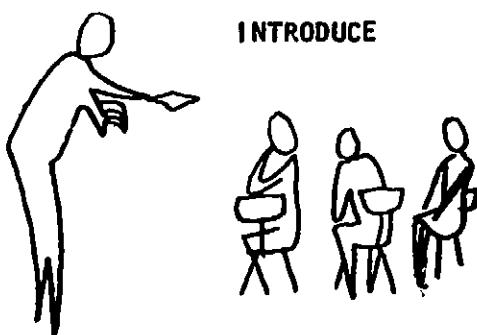
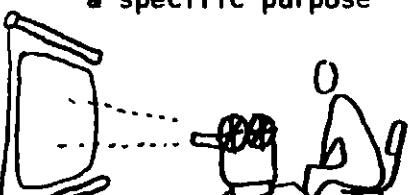
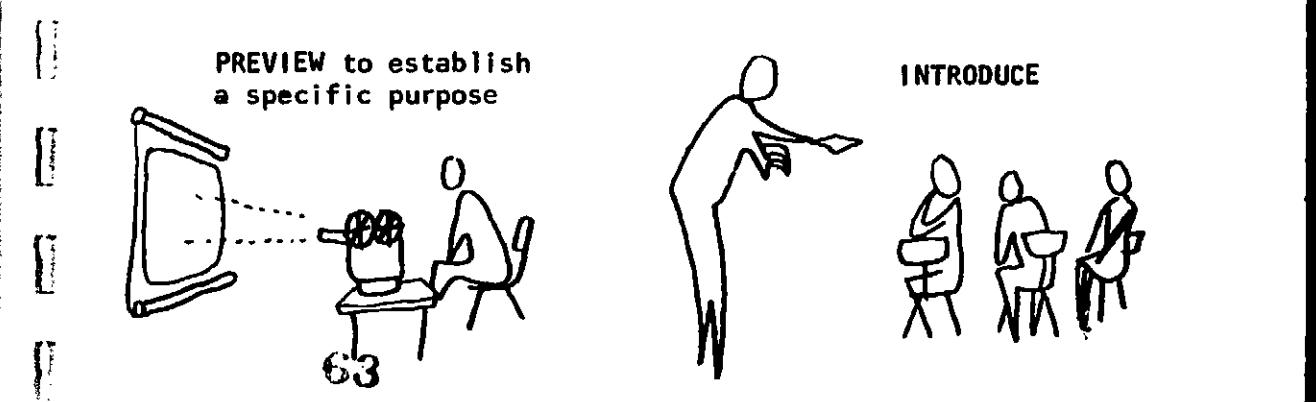
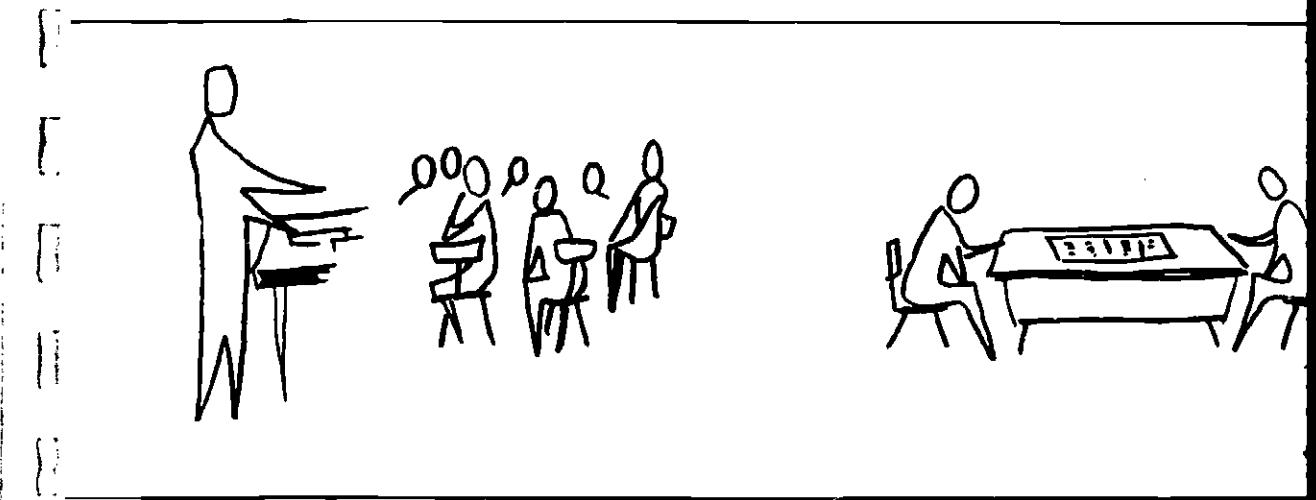
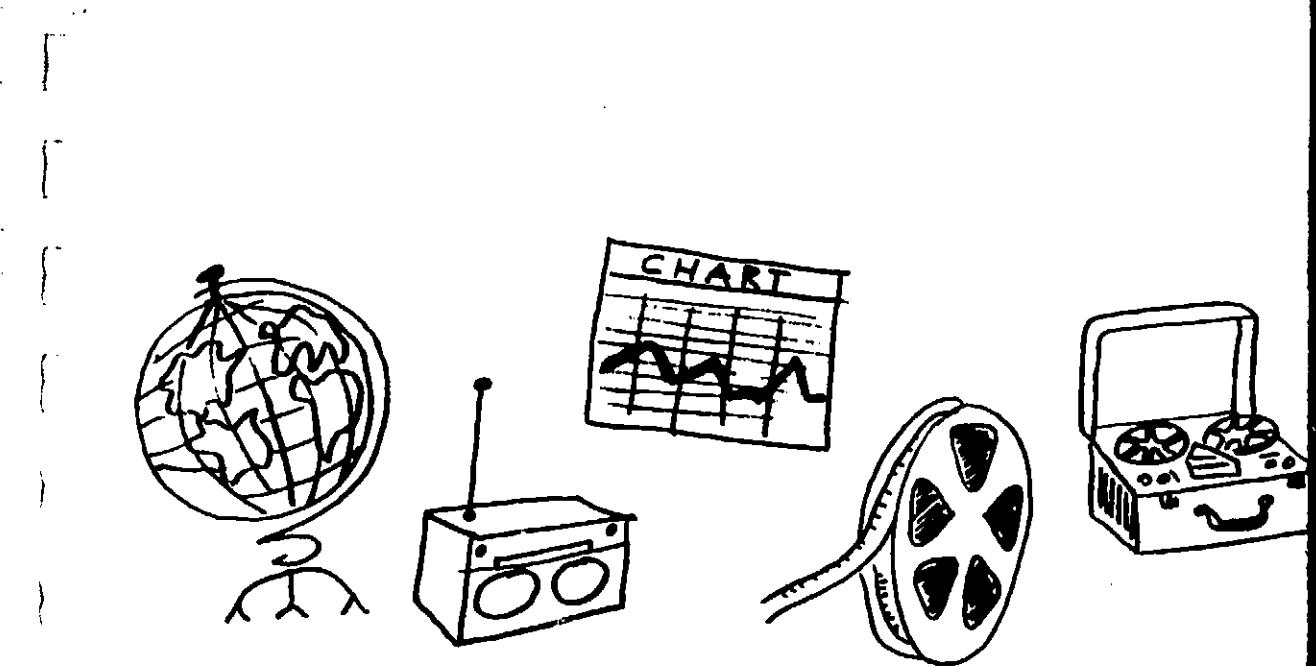
ls of audiovisual materials in concept teaching?

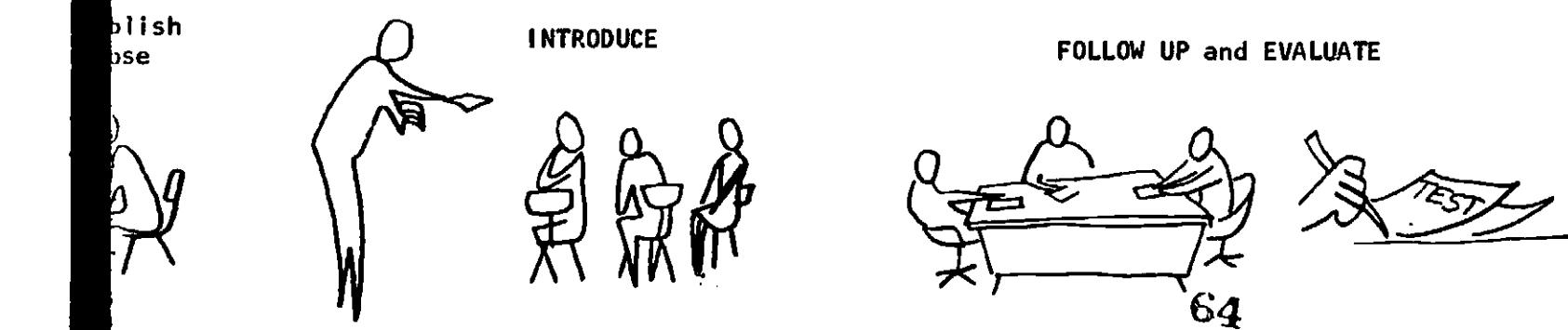
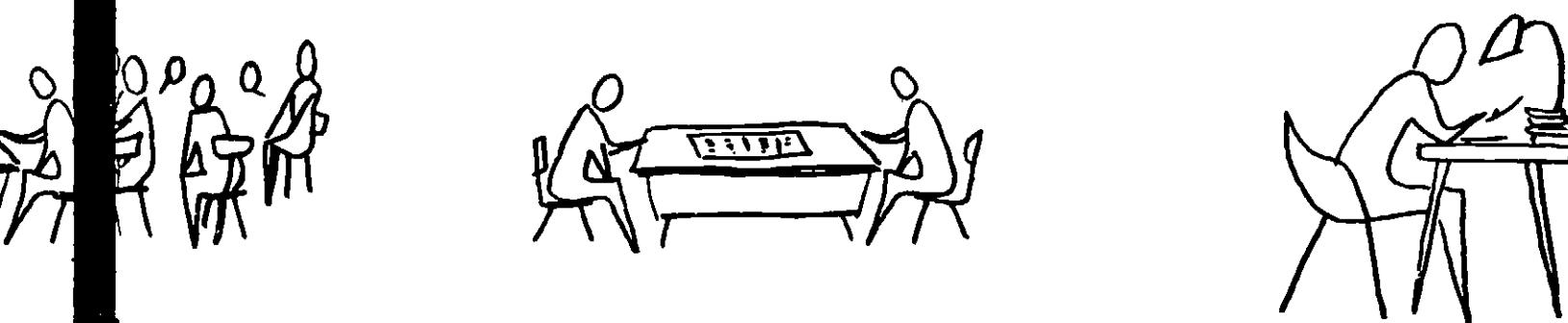
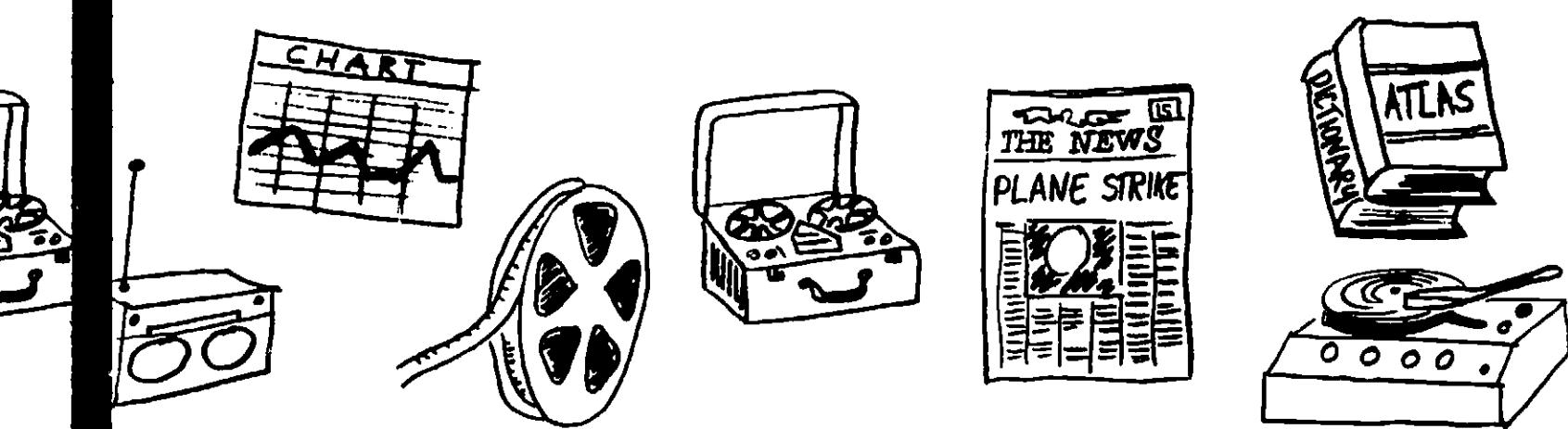
CONCEPT TEACHING REQUIRES MANY
VARIED LEARNING EXPERIENCES.

MATERIALS ARE
PART OF CONCEPT
TEACHING

STUDENTS ARE DIFFERENT AND
REQUIRE MANY VARIED LEARNING
EXPERIENCES.

AUDIOVISUAL MATERIALS MUST BE
USED IN WAYS THAT MAXIMIZE THEIR
EFFECTIVENESS.





USING INSTRUCTIONAL MATERIALS

The resources of the Instructional Materials Center are particularly important in the teaching of American history. Materials available to schools today are so abundant that the teacher's problem is very often one of deciding which materials among many may best be used to present sights and sounds of the past in combination with original and interpretive documentation. Phonograph records capture actual voices of historical figures and present dramatized accounts about decisive moments. Filmstrips contain original photos and maps which can be used with large groups or by students alone. Newspapers in facsimile record the news of the day as viewed by men caught up in the midst of social drama. Microfilm brings journals which were formerly available only to the university scholar. The teacher-made transparency illuminates concepts which would be far too difficult to present through print alone.

The teacher who uses a variety of materials for American history succeeds in freeing his students from total dependence upon one or two authorities, the textbook or the teacher himself, and acquaints them with the perplexing diversity of views that surround even seemingly minor events.

STUDENT SKILL IN THE USE OF MEDIA

It is the joint responsibility of the teacher and the materials center staff to introduce students to the resources of the school and the community. Library and audiovisual consultants teach about the organization and arrangement of materials in the IMC; the card catalog as an index to a majority of the materials available in the school; the purposes of general indexes, encyclopedias, and reference books; general techniques of screening materials for authority, recency, and intent of the producer; and routines related to loan.

The teacher teaches about highly specialized reference tools, such as American history supplementary paperbacks, historical atlases, and biographical dictionaries, especially at the time when students are ready to use them for a particular classroom purpose. He acquaints the student with resources of other fields, indicating their value for inter-disciplinary interpretation and understanding of a particular historical period. He frequently reminds them of the value of art and study prints, filmstrips, records, motion pictures, and the local production of materials in order to broaden their scope of inquiry. The skills he teaches in the use of media are those which are distinctive to the social studies.

We know today that much of what is traditionally taught to students about library and audiovisual materials can be presented in large group instruction. Because students come to the teacher with varying degrees of skill in the use of media, pre-tests to discover what is already known and by whom save time and indicate to students why a review of tools previously covered is often valuable in view of a new purpose.

At times, instruction in the newer media must be given on a small group or individual basis, including training in such areas as the use of the microfilm reader, the production of transparencies, and the mounting of maps and prints.

PLANNING RESEARCH EXPERIENCES

Before a unit begins, a teacher should discuss with the IMC staff the nature of the learning experiences he intends to introduce. Sometimes it is impossible under any circumstances to provide materials on certain topics he would like students to pursue. At other times, with advance notice, consultants can purchase or secure on loan what will be needed. Often an investment in multiple copies of paperbacks, pamphlets, prints, or records, most of which come quickly, solves the delay that occurs in ordering standard library-bound books. Many times it is wise to consult with the public library staff about special items which may not be available in the schools and to alert them about potentially heavy student use of non-duplicated materials.

Some independent student work requires teacher guidance over a long period of time. Materials which are carefully selected by student and teacher and used in a systematic sequence offer numerous possibilities for creative interpretation, synthesis, or evaluation that can later be shared with other classmates.

Use of audiovisual media for independent study can free students and teachers from the unrewarding experiences that often result from mass assignments of term papers, hastily conceived and written by all during the same period of time. Under careful guidance, students can create three-dimensional models, "new" charts and diagrams, and sets of transparencies to present concepts and display the results of inquiry in new ways.

Presenting a difficult idea in visual form through slides and transparencies may require more creative ingenuity and illustrate greater comprehension than the traditional theme. Madison students frequently demonstrate that they learn and can exhibit what they have learned in many ways. Some have interpreted American history effectively through tapes and 8mm films which they have created themselves. Possibilities are often found when students relate Madison or Wisconsin to earlier events in American history.

When locally produced instructional materials are added to the school's collections of commercial materials, its resources soon become uniquely adapted to the purposes of the curriculum.

KENNETH I. TAYLOR
Director, Instructional Materials

CONCEPTUAL GUIDE
United States History
Grade 9
Reconstruction 1877 to the Present

OBJECTIVES FOR U. S. HISTORY, (Reconstruction to the Present) Grade 9.

The second year of United States history is framed in a manner that is radial and content of the first year's work. There is a good reason for such change. In United States history, the years before the Civil War were the creative years. In most of what we accept as traditional American ideas and patterns of belief, the years during which our economic, social, and political institutions were being formed before the Civil War, we laid emphasis upon the emergence of American patterns of living, the western man, and we showed how these patterns assumed the hue of the American environments in which they grew. Two points must be kept in mind relative to these ideas, patterns of belief, and institutions which developed before the Civil War. American society when it was primarily rural and agrarian in nature; two, the experiences of men coping with human problems to fall back upon as restation.

The years since the Civil War stand in startling contrast to the period covered. Although the geographical environment remained relatively unchanged, man's relationship to his resources of nature has greatly changed. Since the Civil War we have created an environment which is new and different from anything known before. This is true in the western world as well as in the United States and has had an immeasurable effect. What makes the period since the Civil War unique is the fact that those who were seeking rapidly emerging problems born of a dynamic society could not turn to earlier periods to seek and find answers to the pressing problems of their time.

Our primary objective this year is to see contemporary America in terms of the changes which has greatly altered traditional American life. Two major themes dominate:

- The emergence of an urban-industrial centered way of life, complete with new locations, and social problems.
- The emergence of the United States as a world power, complete with its economic and international problems.

These major themes and their variants will be developed in the following manner:

- The change from a rural-agrarian society to an urban-industrial society.
- The impact of change upon the economic, political, social, and institutional living.
- The emergence of the United States as a world power with its impact upon the world.
- The contemporary world in which man walks a tightrope in his search for security.

U. S. HISTORY, (Reconstruction to the Present) Grade 9.

is radically different from the scope of United States history is framed in a manner that is radically different from the scope of the first year's work. There is a good reason for such change. In the long view of United States history, the years before the Civil War were the creative years. These were the years in which the basic American ideas and patterns of belief were formed. These were the years in which our economic, social, and political institutions were formulated. In treating the period before the Civil War, we laid emphasis upon emergence of American patterns which were rich in the heritage of the past and we showed how these patterns assumed the hue of the American geographical and cultural environment in which they grew. Two points must be kept in mind relative to these formative years: one, the patterns of belief, and institutions which developed before the Civil War were designed for the country when it was primarily rural and agrarian in nature; two, America had nearly 3,000 years of history of men coping with human problems to fall back upon as resource material for their experiments.

The period covered by the Civil War stand in startling contrast to the period covered in the first year's work. The geographical environment remained relatively unchanged, man's impact upon the physical environment has greatly changed. Since the Civil War we have created an industrial and technological society which is new and different from anything known before. This great change occurred throughout the world as well as in the United States and has had an immeasurable effect upon the whole world. What is unique in this period since the Civil War is the fact that those who had to wrestle with the pressing problems born of a dynamic society could not turn to earlier human experience to find answers to the pressing problems of their time.

The objective this year is to see contemporary America in terms of the technological explosion which has greatly altered traditional American life. Two major themes dominate our avenues of inquiry: the emergence of an urban-industrial centered way of life, complete with its frustrations, discontents, and social problems.

The emergence of the United States as a world power, complete with its frustrations, responsibilities, and international problems.

These themes and their variants will be developed in the following manner:

1. The change from a rural-agrarian society to an urban-industrial society.

2. The impact of change upon the economic, political, social, and institutional manner of American life.

3. The emergence of the United States as a world power with its impact upon American life.

4. The contemporary world in which man walks a tightrope in his search for peace and plenty.

UNDERSTANDINGS AND ATTITUDES TO BE DEVELOPED

Understandings of a General Nature To Be Gained by Student

1. The United States has a republican form of government with many safeguards.
2. The United States has a superior form of government which should be appreciated.
3. Being a citizen of the United States entails certain responsibilities which must be understood in order to effectively perform in our society.
4. The United States is a world power and as such has increasing international responsibilities which must be understood by citizens.
5. Decisions of the majority must be accepted, but the rights of the minority must be protected.
6. Our life has been changed and our standard of living has risen due to the influence of science and technology.
7. Personal freedom in the United States depends upon the individual citizen's willingness to accept the worth and dignity of other individuals.
8. Mutual respect, equal opportunity, civic liberty, cooperation, the willingness to accept new evidence is presented, and the use of reason rather than pure emotion can help us to understand and improve our way of life.
9. Social, political, and economic developments can be understood properly and related to them to other developments both historical and current.
10. Physical environment has exerted a great influence upon the development of the welfare of the United States.
11. Fair competition for economic gain is to be carried on with concern for the welfare of all.
12. All ethnic groups in our country have made contributions to our culture.

Social Studies Attitudes

1. Respect for the rights, property, and personality of others.
2. Recognition of the interdependence of all people.
3. Interest in and concern for the general welfare.
4. Preference for and willingness to participate in democratic processes.
5. Belief in the supreme worth and dignity of man.
6. Preference for critical thinking instead of prejudice and emotion in solving problems.
7. Appreciation of opportunities available and the willingness to use them.
8. Willingness to accept and faith in social progress.
9. Desire to satisfy an intellectual curiosity during leisure time.
10. Recognition of the fact that simple answers to world problems do not exist and that these problems may be viewed from different viewpoints.

ES TO BE DEVELOPED

al Nature To Be Gained by Student

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UNIT SEQUENCE

Suggested Number
of Days

I	A Review of Issues in United States History 1787-1877	15
II	Economic and Social Change from 1877-1920	40
III	Changes in Government and Political Life, 1877-1920	<u>37</u>
Total		92

----- SEMESTER DIVISION -----

IV	American Foreign Relations, 1865-1920	25
V	A Time of Prosperity, Trial, and Recovery, 1920-1940	35
VI	Themes in Contemporary United States History, 1940-Present	27
Total		<u>87</u>

UNIT I

A REVIEW OF ISSUES IN UNITED STATES HISTORY

1787-1877

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

OVERVIEW

This unit serves as a transition between 8th and 9th grade history. This is achieved by a review of certain key issues in United States history which arose between 1787 and 1877. The purpose of the unit is to orient the student to the succeeding units of study.

COMMENTARY TO THE TEACHER

The review is comprised of four political science concepts, each with its related understandings and experiences. The teacher may wish to use different issues than the ones presented for consideration. Because the time of the unit is limited the teacher might well be selective and also may only wish to acquaint the student with the issues so they may be used as a foundation for the course.

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UNIT OUTLINE

A REVIEW OF ISSUES IN UNITED STATES HISTORY

1787-1877

- I. The Constitution of the United States
 - A. Structure
 - B. Role of the Federal Government
 - C. Role of the State Government
- II. The Sectional Issue
 - A. Tariff
 - B. Differing Concepts of Federalism
 - C. Sectional Crises Prior to 1860
- III. Reconstruction
 - A. The U. S. in 1877
 - B. Problem of Reunification

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

CONCEPTS	UNDERSTANDINGS
<p>I. Societies develop laws and sanctions in order to regulate themselves.</p>	<p>1. The Constitution was established to regulate the new government; problems have arisen as to the distribution of authority within this structure.</p> <p>2. The concept of Federalism has been interpreted differently by various people.</p>
<p>II. Differences in political institutions and ideologies often lead to conflicts among and within societies.</p>	<p>1. As our country developed the different regions had different economic needs. Economic differences led to the formation of political parties.</p> <p>2. A heightened concept of executive power manifested in the various manifestations of Jackson's administration.</p> <p>3. When an issue is polarized into two extreme positions, a compromise becomes increasingly difficult.</p> <p>4. The ability to compromise the political differences in sections broke down.</p> <p>5. The executive plan of reconstruction and the Compromises of 1850 are good examples of the strengths and weaknesses of the federal government.</p>

VIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

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1. The Constitution was established as a broad structure of government; problems have arisen as to the definition and delegation of authority within this structure.
2. The concept of Federalism has been subject to different interpretations.

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cieties.

1. As our country developed the different sections developed different economic needs. Economic legislation caused conflicts.
2. A heightened concept of executive power and its use are manifestations of Jackson's administration.
3. When an issue is polarized into simple and moral terms, compromise becomes increasingly difficult.
4. The ability to compromise the political, social and economic differences in sections broke down in 1860.
5. The executive plan of reconstruction versus the legislative plan is a good example of the struggle between these branches of the federal government.

STUDENT LEARNING EXPERIENCES

1. Have students outline the basic structure of the Constitution. Shape the outline of the federal government and the powers given to each branch.
2. Select a group of students to point out areas in the Constitution where points over them cite evidence between 1787 and 1867 to demonstrate that problems have been caused by the Constitution.
3. Have students define and give examples of reserved powers or powers not given to the states.
4. Allow a group of students to discuss what powers are best left to the states and why. Construct a case for an all powerful central government. A debate could be arranged.
5. A committee can investigate how the writers of the Constitution considered the issue of trade. (Materials - Pages 58-64 in The American Negro by Logan and Cohen.)

1. Have a group of students represent sections of the country. Have them explain how benefit some and hurt others. (Tariff issues would be good to concentrate on.)
2. Discuss the effect of a single president on our government. This could be done by Andrew Jackson with the effect of John Adams. The work could be done on the basis of individual would strengthen the executive branch.
3. Stage a discussion between people who would be extreme abolitionists and others representing the planter class, with the object being to reach a compromise on the slavery issue. (of the following materials: For abolition - Pages 82-87 in The American Negro by Attacked by John L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defense - Pages 87-89 in The American Negro by Logan and Cohen, Slavery Defended by Eric McKittrick, Divides by Bedford.
4. Trace the history of sectional Crisis between 1800 and 1860. Have students explain what was reached before 1860 and why settlement could not be made in 1860. Compare the handling of the Nullification crisis of 1832. Determine which was the most effective. Decide which was the most effective over a long period of time.
5. After showing a film such as Andrew Johnson and Reconstruction discuss what the different legislative and executive plan of reconstruction. Contrast motives and personalities over the two plans. Decide which plan had the strongest position and why.
6. Review important statements and governmental decisions made between 1820 and 1860. (platforms, statements of presidential candidates, Compromise of 1820, Compromise of 1850, Organization of the Republican Party, Dred Scott Decision, Lincoln Victory.) Decide what they indicate concern for the welfare of the slaves, concern for the welfare of the Negro, concern for the institution of slavery, concern for the expansion of slavery, or concern for the Negro idea. (Materials - Pages 43-47 in Case Studies in American History by Eames and May, The American Negro by Logan and Cohen, and selected references in The Union Divides by Bedford.)
7. Study the Reconstruction Period from the point of view of the Negro freeman. Consider how they supported the welfare of the Negro freeman - Lincoln's plan for Reconstruction, Davis Bill, Johnson's plan, Civil Rights Act, Thirteenth and Fourteenth Amendments, Fifteenth Amendment, and Freedman's Bureau. (Materials - Pages 108-120 in The American Negro by Logan and Cohen, Pages 57-66 in The Negro in America by Cuban, Pages 74-82 in The Negro in America by Cohen.)

STUDENT LEARNING EXPERIENCES

outline the basic structure of the Constitution. Shape the outline to depict the branches of government and the powers given to each branch.

of students to point out areas in the Constitution where points overlap or are unclear. Have one between 1787 and 1867 to demonstrate that problems have been caused by this.

define and give examples of reserved powers or powers not given to the federal government.

of students to discuss what powers are best left to the states and why. Have another group use for an all powerful central government. A debate could be arranged between the two groups. Investigate how the writers of the Constitution considered the issues of slavery and slave

ials - Pages 58-64 in The American Negro by Logan and Cohen.)

students represent sections of the country. Have them explain how certain legislation may and hurt others. (Tariff issues would be good to concentrate on.)

effect of a single president on our government. This could be done by comparing the effect of with the effect of John Adams. The work could be done on the basis of what actions of each

ld strengthen the executive branch.

tion between people who would be extreme abolitionists and others representing the Southern with the object being to reach a compromise on the slavery issue. (Students should be aware g materials: For abolition - Pages 82-87 in The American Negro by Logan and Cohen, Slavery in L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defense of slavery - Pages American Negro by Logan and Cohen, Slavery Defended by Eric McKittrich, Pages 1-15 in The Union Ord.

ry of sectional Crisis between 1800 and 1860. Have students explain why settlement was 1860 and why settlement could not be made in 1860. Compare the compromises with Jackson's Nullification crisis of 1832. Determine which was the most effective and why. Discuss t no compromise could ever be really effective over a long period of time.

film such as Andrew Johnson and Reconstruction discuss what the differences were in the executive plan of reconstruction. Contrast motives and personalities in the struggle

ans. Decide which plan had the strongest position and why.

st statements and governmental decisions made between 1820 and 1860. (such as, party tements of presidential candidates, Compromise of 1820, Compromise of 1850, Kansas-Nebraska on of the Republican Party, Dred Scott Decision, Lincoln Victory.) Rate them as to whether concern for the welfare of the slaves, concern for the welfare of the slave owners, concern tion of slavery, concern for the expansion of slavery, or concern for some other group or s - Pages 43-47 in Case Studies in American History by Eames and Martin, Pages 90-95 in Negro by Logan and Cohen, and selected references in The Union Divides by Bedford.)

Consider Reconstruction Period from the point of view of the Negro freeman. Consider the following and for Re supported the welfare of the Negro freeman - Lincoln's plan for Reconstruction, the Wade- nson's plan, Civil Rights Act, Thirteenth and Fourteenth Amendments, reconstruction Act, ment, and Freedman's Bureau. (Materials - Pages 108-120 in The American Negro by Logan and in Am -66 in The Negro in America by Cuban, Pages 74-82 in The Negro in American Life by Wade.)

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

CONCEPTS	UNDERSTANDINGS
III. Societies must devise means of distributing political power.	<ol style="list-style-type: none"> 1. The decisions of the supreme court federal authority at the expense of 2. As time went on the political balance in the United States was upset. 3. The line between federal and state governments. 4. After the Civil War the federal government had the problem of re-establishing and redistributing power in the South.
IV. The form and complexity of governmental systems vary in time and with societies.	<ol style="list-style-type: none"> 1. The basic principles in the Constitution are the separation of powers, checks and balances, and a federal system. 2. Economic cycles and structures play a role in the political life of a nation. 3. As sectional differences became more pronounced a new political power structure occurred. 4. Military government which was instituted in the South after the Civil War caused friction between the Federal government and the Southern people. 5. Special qualifications for citizenship were established in the South after the Civil War. 6. States which seceded from the Federal Union formed new state governments and re-applied for readmission into the Federal union. 7. Southern states were able to pass laws to retain his political dominance.

VIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

INCS

UNDERSTANDINGS

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1. The decisions of the supreme court enlarged the sphere of federal authority at the expense of state authority.
2. As time went on the political balance between sections of the United States was upset.
3. The line between federal and state authority is unclear.
4. After the Civil War the federal government was faced with the problem of re-establishing and redistributing its power in the South.

1. The basic principles in the Constitution are separation of powers, checks and balances, and a federation of states.
2. Economic cycles and structures play an important role in the political life of a nation.
3. As sectional differences became more acute, a realignment of political power structure occurred.
4. Military government which was instituted in the South directly after the Civil War caused friction between the national government and the Southern people.
5. Special qualifications for citizenship were established in the South after the Civil War.
6. States which seceded from the Federal union had to establish new state governments and reapply for admission to the Federal union.
7. Southern states were able to pass laws which enabled the white man to retain his political dominance in the South.

STUDENT LEARNING EXPERIENCES

1. Have a group of students examine supreme court decisions between 1787 and 1860 to strengthen federal authority at the expense of state authority. Be certain that support its contentions.
2. Set up a panel which will study the question of political balance. Have them present to the class: home sections of U. S. presidents to 1860; number of states northern orientation in 1800, 1820, 1840, 1860; attempts to maintain balance; factors which Southern fears of consequences resulting from the upset of the balance.
3. Have a panel act as a pressure group wishing to clarify federal and state authority, stressing need and procedure. (business groups, states rights groups, etc.)
4. Study a Southern state after the Civil War to see how federal authority was reassumed back into the Union. Investigate and report on the degree of Negro control that existed. Negro contributions made during this period. (Materials - Pages 83-87 in The Negro Pages 117-120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to

1. Through class discussion arrive at a definition of separation of powers, checks and balances, and the relationship of the federal government to the states. As an evaluative device have the student write a specific example for each.
2. Have the students examine presidential elections between 1800 and 1850. Have each student choose a president and write a report on the election of that president. The same type of report should be made on the election of Andrew Jackson and Abraham Lincoln between 1800 and 1860.
3. Study the election of Andrew Jackson to determine what sections voted for him and against him. Do the same for Abraham Lincoln and determine if there had been any realignment.
4. Have a student or group of students make maps of Southern military districts after the Civil War. Report on what martial law is and how it differs from civil law. Determine what problems this caused in the South. Report on the relationship between martial law and the 13th amendment.
5. Study the oath required of a Southern voter in 1868 and compare this to a Northern voter in 1868. Consider the Negro attitude about this oath. (Materials - Pages 84-85 in The Negro Pages 117-120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to
6. Have a group form a state convention which will apply for readmission to the Union. Report on the sections of the state constitution which have been redone to provide for readmission.
7. Have the students explain why in light of the 13th, 14th and 15th amendments there is still a racial problem in the United States today.
8. Assign a group to research the tenant farmer system in the South. Have them demonstrate how this demonstrates the reassertion of white political and economic dominance in the South to the system which existed previous to the Civil War.

STUDENT LEARNING EXPERIENCES

group of students examine supreme court decisions between 1787 and 1860 to find decisions which have denied federal authority at the expense of state authority. Be certain that the group is able to state contentions.

panel which will study the question of political balance. Have them present the following material in class: home sections of U. S. presidents to 1860; number of states northern, southern and western in 1800, 1820, 1840, 1860; attempts to maintain balance; factors which worked to upset the balance; fears of consequences resulting from the upset of the balance. Panel act as a pressure group wishing to clarify federal and state authority. Have them make speeches in need and procedure. (business groups, states rights groups, etc.) Southern state after the Civil War to see how federal authority was reasserted and how the state got into the Union. Investigate and report on the degree of Negro control that existed and the significant contributions made during this period. (Materials - Pages 83-87 in The Negro in American Life by Wade, 120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to America's Past by Bowes.

class discussion arrive at a definition of separation of powers, checks and balances, and federation. As an evaluative device have the student write a specific example for each of these terms. Students examine presidential elections between 1800 and 1850. Have each student find an example of influence in the election of a particular president. The same type of activity could be used in tariff laws and the relationship of sectional economics to various tariff laws passed between 1860.

election of Andrew Jackson to determine what sections voted for him and what sections voted for him. Do the same for Abraham Lincoln and determine if there had been any shift in sectional

ident or group of students make maps of Southern military districts after the Civil War. Then what martial law is and how it differs from civil law. Determine what problems martial law may have in the South. Report on the relationship between martial law and the welfare of the Negro. Oath required of a Southern voter in 1868 and compare this to a Northern voter at the same time. Negro attitude about this oath. (Materials - Pages 84-85 in The Negro in American Life by Wade. Set up form a state convention which will apply for readmission to the Union. Have the group present a copy of the state constitution which have been redone to provide for readmission. Students explain why in light of the 13th, 14th and 15th amendments there is still an inequality in the United States today.

roup to research the tenant farmer system in the South. Have them demonstrate to the class how it demonstrates the reassertion of white political and economic dominance in the South. Compare this system which existed previous to the Civil War.

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

OVERVIEW

The main purpose of this illustrative lesson plan is to assist the teacher in utilizing the concepts, understandings, and learning experiences. It will also help the teacher to relate the concepts to the understandings and experiences. The depth experiences have been designed to correlate with the concepts to give the individual student the opportunity to study in depth an area of history which is most interesting to his personal needs. In order to make this an effective lesson plan, students will be asked to read primary sources as well as secondary sources to insure an exciting, intellectual experience. Of course, this excitement will also be dependent upon the motivating leadership originated by the teacher.

OBJECTIVES

1. to gain an understanding of the Constitution of the United States as the framework of American government by a study of the document
2. to gain a concept of Federalism by studying its operation and problems connected with it
3. to understand, through a study of sectional issues prior to the Civil War that although the Constitution defines powers of governments, these definitions have been subject to different interpretations

STUDY QUESTIONS

1. What is the frame work of American government? What powers does each branch have?
2. Define Federalism. What dangers do some states see in this concept?
3. Define reserved powers. Can you list powers which are more properly the state's as opposed to the Federal government's?
4. What areas of conflict arose between federal and state governments prior to the Civil War? Which areas were resolved by the Civil War? Which problems still remain?

VOCABULARY

compromise	federal system	legislative branch	secede
constitution	federation	nullify	sectionalism
convention	government	reconstruction	states rights
executive branch	judicial branch	reserved powers	tariff

READING ASSIGNMENT

Basic Texts: The Adventures of the American People, pages 4-324
The United States Since 1865, pages 2-85
One Nation Indivisible, pages 1-312
The Constitution of the United States

DEPTH OPPORTUNITIES

Have the student act as a foreign political scientist. Have him pick out any particular part of the Constitution and either praise it or criticize it. The student should then write a short paper expressing his views and prepare a three minute statement he will give to the class outlining his opinions. The class can discuss each student's presentation as it is given or attempt to arrive at an overall opinion on the merits and demerits of the American Constitution.

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

LANGUAGE ARTS CORRELATIONNEW OB
PAGE AApproach

The writings and speeches of the period from 1600-1877 can be used to form a speech unit in English to correlate with the review being conducted in history. In addition, the history review presents an opportunity to use journalistic skills, reading skills, analysis techniques for printed materials, and the ability to determine whether the speech is informative or persuasive.

Sources

1. Commager and Nevins, The Heritage of America
 - p. 140 Patrick Henry, "Give Me Liberty or Give Me Death"
 - p. 149 Thomas Jefferson, Declaration of Independence
 - p. 210 George Washington, Farewell Address
 - p. 616 Daniel Webster, "Liberty and Union"
 - p. 500 John Brown Makes a Speech at Harper's Ferry
 - p. 615 Abraham Lincoln, First Inaugural Address
 - p. 664 Abraham Lincoln, Emancipation Proclamation
 - p. 665 Abraham Lincoln, Second Inaugural Address
2. Stegner and others, Modern Composition 9, chapter 13
3. Blumenthal and others, The English Language 9, chapters 4 and 5

Student Activities

1. After a thorough study of the political speeches and documents from the list above, select one and present a speech explaining (a) the purpose of the speech, (b) the approach to the listener, and (c) the occasion of the presentation.
2. Prepare a speech on a contemporary political problem such as civil rights, crime in the streets, the Viet Nam War, or highway safety. The class will evaluate the speech according to the approach, suitability, and effectiveness.
3. Establish a set of standards for eye contact, voice quality, gestures, and movements to evaluate the speeches given.
4. Select one of the political speeches or documents to use as the basis for a newspaper story or editorial.
5. Prior to the speeches being presented, distribute copies of the speeches to the class for their evaluation and intellectual criticism of the speeches presented.

REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

LANGUAGE ARTS CORRELATION

nes of the period from 1600-1877 can be used to form a search to correlate with the review being conducted in the history review presents an opportunity to use reading skills, analysis techniques for printed material to determine whether the speech is informative

1. Modern Composition 9, chapter 13
2. Modern Composition 9, chapter 4 and 5
3. The English Language 9, chapter 4 and 5
4. The Heritage of America
5. Give Me Liberty or Give Me Death
6. Declaration of Independence
7. Farewell Address
8. Liberty and Union
9. Makes a Speech at Harper's Ferry
10. First Inaugural Address
11. Emancipation Proclamation
12. Second Inaugural Address

SKILLS TO BE DEVELOPED

1. Developing a thesis statement and limiting the purpose
2. Preparing a speech to suit the purpose and situation
3. Establishing rapport with an audience
4. Projecting the voice
5. Developing variety in pitch, volume, and rate suitable to material
6. Enunciating clearly
7. Using spontaneous and meaningful gestures and movements
8. Writing expository, narrative, and interpretive paragraphs

1. Study of the political speeches and documents from section one and present a speech explaining (a) the speech, (b) the approach to the listener, and (c) the presentation.

2. a contemporary political problem such as civil rights, the streets, the Viet Nam war, or highway safety. Evaluate the speech according to the approach, effectiveness

3. standards for eye contact, voice quality, etc. Students to evaluate the speech.

4. political speeches or documents to use as the paper story or editorial

5. as being presented, distribute copies of the speech for their evaluation and intellectual speeches presented.

INSTRUCTIONAL MATERIALS

1. Textbooks

Johnson, United States Since 1865
Groff and Krout, The Adventures of the American People
Heller and Potter, One Nation Indivisible

2. Supplementary Reading

Acheson, Patricia, America's Colonial Heritage
Acheson, Patricia, Our Federal Government: How It Works
Alles, L.S.J., Government through Opposition: Party Politics in the 1790's
Angle, Paul (ed.), The American Reader
Arnof, D.C., A Sense of the Past: Readings in American History
Bailey, T.A., A Diplomatic History of the America People
Bedford, H.F., The Union Divides: Politics and Slavery 1850-1861
Benkley, A., American Political Parties
Bliven, Bruce, American Revolution 1760-1783
Bowers, C G., Jefferson and Hamilton: The Struggle for Democracy in America
Bragdon, H.W. et al, Frame of Government: A Book of Documents
Broderick, T.L., The Origins of the Constitution, 1776-1789
Brown, R.H., The Hero and the People: The Meaning of Jacksonian Democracy
Buchanan, Lamont, Ballot for Americans
Canfield, Dorothea, Our Independence and the Constitution
Carter, H., The Angry Sun: The Story of Reconstruction, 1865-1890
Commager, H.S., Documents of American History
Commager, H.S. and Morris, R.B. (eds.), Spirit of Seventy-Six (two volumes)
Corwin, E.S., The Constitution and What It Means Today
Craven, Avery, The Coming of the Civil War
Falkner, Leonard, Forge of Liberty: The Dramatic Opening of the American Revolution
Findlay, B.A. and E.B., Your Rugged Constitution
Fiske, J., The Critical Period of American History, 1783-89

Foster, Genevieve, Birth of America's Heritage
Handlin, Oscar (ed.), Revolutions in American History
Hofstadter, R., The American Political Tradition: The Men Who Made It
Hofstadter, R., Great Ideas in American History: Documentary Record
James, Marquis, Andrew J., Our Country: A History of the United States
Jacobsen, J.M., The Dove and the Eagle: American Foreign Policy Since World War II
Jensen, M., The Articles of Confederation
Johnson, Gerald, America in the Sixties
Johnson, Gerald, This American Life
Kennedy, J.F., Profiles in Courage
Ketchum, R.M., What Is Democracy?
Krout and Fon, The Compromises of 1776
Labaree, B.W., The Road to Revolution: How the American Colonies Won Their Independence
Lengyel, C.A., Four Days in March: The Story of the Boston Massacre
Main, J.F., The Antifederalists and the Constitution, 1781-1789
Miers, Earl S., Rainbow in Your Pocket
Miller, J.C., Federalist and Anti-Federalist Debates on the Constitution
Miller, J.C., Origins of the American Revolution
Nettels, C.P., The Roots of American Democracy
Notestun, Wallace, The English Colonization of North America
Perkins, Dexter, A History of the American Revolution
Smith, J.M. and Murphy, P., A History of the American Revolution: Development and Decline
Street, James, Revolution and Reaction: The American Revolution 1775-1783
Van Doren, Carl, The Great American Revolution: Making and Ratifying the Constitution
White, L., The Federalist and Anti-Federalist Debates on the Constitution
White, L., The Jeffersonian Era: The Jeffersonian Political History, 1801-1825

INSTRUCTIONAL MATERIALS

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Foster, Genevieve, Birthdays of Freedom: America's Heritage from the Ancient World
Handlin, Oscar (ed.), Readings in American History
Hofstadter, R., The American Political Tradition and the Men Who Made It
Hofstadter, R., Great Issues in American History: A Documentary Record (volume I)
James, Marquis, Andrew Jackson: Portrait of a President
Jacobsen, J.-M., The Development of American Political Thought
Jensen, M., The Articles of Confederation
Johnson, Gerald, America Is Born: A History for Peter Johnson
Johnson, Gerald, This American People
Kennedy, J.F., Profiles in Courage
Ketchum, R.M., What Is Democracy?
Krout and Fon, The Completion of Independence, 1780-1830
Labaree, B.W., The Road to Independence, 1763-1776
Lengyel, C.A., Four Days in July: The Story of the Declaration of Independence
Main, J.F., The Antifederalists: Critics of the Constitution, 1781-1788
Miers, Earl S., Rainbow Book of American History
Miller, J.C., Federalist Era, 1789-1801
Miller, J.C., Origins of the American Revolution
Nettels, C.P., The Roots of American Civilization
Notestun, Wallace, The English People on the Eve of Colonization
Perkins, Dexter, A History of the Monroe Doctrine
Smith, J.M. and Murphy, P.L. (eds.), Liberty and Justice: a Historical Record of American Constitutional Development
Street, James, Revolutionary War
Van Doren, Carl, The Great Rehearsal: the Story of Making and Ratifying the Constitution
White, L., The Federalists
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Allee, Marjorie, Susanna and Tristram. Boston, Mass: Houghton Mifflin Co., 1929. A 16 year old Quaker girl gets into many difficulties in her attempt to help out an elderly relative known as the president of the underground railway.

Allen, Merritt, Johnny Reb. New York: McKay, 1952. A story of cavalry fighting in Virginia under Stuart and Hampton during the Civil War.

Andrews, Mary R., Perfect Tribute. New York: Scribner, 1906. Lincoln's Gettysburg Address, and a wounded Confederate boy in one of the Washington hospitals.

Ashley, Robert P., Stolen Train: A Story of the Andrews Raiders. New York: Holt, Rinehart and Winston, 1953.

Baker, Rachel, America's First Trained Nurse, Linda Richards. New York: Messner, 1959. Linda Richards was the first graduate of the first nursing school in America in 1873.

Barnes, Eric, War Between the States. New York: McGraw-Hill, 1959. Concise, lucid, and very readable account of the Civil War.

Benet, Stephen V., John Brown's Body. New York: Holt, Rinehart and Winston, 1955. Narrative poem which swings into view the whole course of the Civil War.

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Hinkins, Virginia, Stonewall's Courier: The Story of Charles Randolph and General Jackson. New York: McGraw-Hill, 1959. Story of a young courier's patriotism, loyalty, and turmoil during the Civil War.

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Horan, James, Mathew Brady, Historian With a Camera. New York: Crown, 1955.

Howard, Elizabeth, North Winds Blow Free. New York: Morrow, 1949. Adventure love story of a Michigan girl in days of the underground railroad.

Jackson, Phyllis, Victorian Cinderella. New York: Holiday, 1947. Story of Harriet Beecher Stowe, Author of "Uncle Tom's Cabin".

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McConnell, J. T., Cornelia: Story of a Civil War Nurse. New York: Crowell, 1959.

McGiffin, Lee, Rebel Rider. New York: Dutton, 1959. When Ben Fane joined the Iron Scouts during the Civil War and began his lessons in guerrilla warfare, he learned quickly that war is a serious venture.

McGiffin, Lee, Swords, Stars, and Bars. New York: Dutton, 1958. Civil War Confederate generals.

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Nolan, Jeannette, Story of Clara Barton of the Red Cross. New York: Messner, 1941.

Norman, Gertrude, Dorothea Lynde Dix. New York: Putnam, 1959. One of the greatest American pioneers in providing proper treatment for the mentally ill. The American Florence Nightingale of the Civil War.

Norton, Andre, Stand To Horse. New York: Harcourt, Brace and World, 1956. Story of Ritchie Peters, an army recruit in the First Dragoons stationed in Sante Fe.

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Petry, Ann, Harriet Tubman: Conductor of the Underground Railroad. New York: Crowell, 1955. Story of slavery in U. S. Harriet Tubman became a legend feared by every plantation owner.

Powers-Waters, Alma, Story of Young Edwin Booth. New York: Dutton, 1955.

Pratt, Fletcher, Monitor and the Merrimac. Eau Claire, Wisconsin: E. M. Hale & Co., 1951. Authentic naval history of the Civil War.

Pondall, R. P., I, Mary: A Life Married Abraham Lincoln. New York: Duell, 1959. Story of Vinnie and the nurse under General Logan.

Rawlings, Marjorie, The Yearling. New York: Harcourt, Brace and World, 1947. Period is decades after the Civil War. Story of two young boys in the regions near the St. John River.

Sandburg, Carl, Abe Lincoln Grows Up. New York: Harcourt, Brace and World, 1954. Story of the boyhood of Abraham Lincoln.

Shirreffs, Gordon, Roanoke Runners. New York: Westminster Press, 1959. Story of two young boys who became runners during the Civil War.

Shippen, Katherine, Mr. Bell and the Boys. New York: Random House, 1954. Story of a Negro slave who became a leader of the Northern forces.

Stowe, Harriet, Uncle Tom's Cabin. New York: McCann, 1929.

Swift, Hildegarde, Railroad to the Civil War. New York: Harcourt, 1958.

Washington, Booker T., Up from Slavery. New York: Harcourt, Brace and World, 1901. Story of the life of the first Negro to receive a college education.

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Wheelwright, Jere H., Gentlemen of the South. New York: Scribner, 1948. Story of the life of three young Southern soldiers who became close friends at the close of the war and parallels their problems of soldiers returning home.

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Wellman, Manly, Ghost Battalion: A Story of the Iron
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at close of war parallels, in many respects, the
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Yates, Elizabeth, Amos Fortune, Free Man. New York:
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INTRODUCTION OF SECTION OF REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

Due to the fact that our present textbooks do not deal adequately with the contributions of Negro Americans, it is necessary for the teacher to direct students to supplementary sources of information.

William Loren Katz, in his Teacher's Guide to American Negro History, provides assistance in the use of factual materials in the fostering of healthy attitude change.* For example, he stresses the importance of viewing present-day racial disorder as part of a continuum: anti-Negro rioting has occurred throughout United States history; Negroes have always resented being treated as less than equals; some white Americans have always sided with their black brothers. Katz also warns against over-emphasis of the superlatively successful Negro, because it makes the situation of the masses more difficult to comprehend; success of the few members of a minority should not be allowed to obscure the plight of many.

The teacher will realize that the supplementation will take two directions. One will be an attack on myths: Negroes as biologically inferior, contentment of Negroes in slavery or servitude, Negroes as merely too lazy to follow avenues of progress open to all minorities. The second approach will be the projection of a more accurate image of Negro by noting the contributions made in spite of restrictions, and individual differences occurring in spite of a legally enforced stereotype. Both approaches can be used in each unit; the teacher will need to study the guide suggestions in order to structure learning experiences accordingly.

One useful activity which assures continuing emphasis on minority contributions would be the assignment of "original text materials" on various phases of this subject: government, science, technology, the arts, etc. If this kind of short term project could be repeated, using committees to collect the data, many students could be made aware of the extent of minority contributions. If the students first note the textbook references about minorities and then look at the quantities of information that should have been included, the class is more likely to see the importance of the task.

These are useful primary sources:

1. Meil, Alice, The Shortchanged Children of Suburbia. New York: Institute of Human Relations Press, 1967. pp. 55-68.
2. Parker, Donald, and others, Civil Liberties: Case Studies. Boston, Mass: Houghton Mifflin Co., 1966.
3. Prejudice and Discrimination. New York: Anti-defamation League, 1967.
4. Cases and Controversy: Negro Views of America. Columbus, Ohio: American Educational Publications, 1967.

* Pages 20-30 contain useful tips concerning new materials you might consider using; pages 32-44 explain some specific goals and approaches to consider in making lesson plans.

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

(All of these references may not be available in any one school library. It is suggested that the librarian be requested to develop a bibliography of materials available on these subjects.)

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Bontemps, Arna, Frederick Douglass: Slave, Fighter, and Freeman. New York: Knopf, 1959. Note attitudes about slavery and whites.

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Cantwell, Robert, Famous American Men of Letters. New York: Dodd, 1956. Note Washington Irving, Nathaniel Hawthorne, Ralph Emerson, and Henry Thoreau's ideas about slavery.

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Derleth, August, Concord Rebel: A Life of Henry David Thoreau. Philadelphia, Pa: Chilton, 1962. Note Thoreau's attitudes on slavery.

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Douglas, Emily, Remember the Ladies: A History of Women in the South Since World War II. New York: Putnam, 1966. References to Sojourner Truth, and Harriet Tubman.

Durham, Philip and Jones, John, Black Americans Since World War II. New York: Dodd, 1965.

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REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

(These references may not be available in any one school library. It is suggested that the school requested to develop a bibliography of materials available on these same topics.)

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Josiah Walls, George government - Frances Dozer, Oscar Dunn, George Ruffin, Josia Jonathan Wright. Fr Other leaders - Jame Council, Robert Dunc Meyers, Charles Reas Wormley.

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Josiah Walls, George White. In state and city government - Frances Cardozo, Norris Cuney, John Dozer, Oscar Dunn, James Lewis, P. B. S. Pinchback, George Ruffin, Josiah Settle, Mansfield Tyler, Jonathan Wright. Freedman Bureau - Martin Delaney. Other leaders - James Bell, Fanny Coppin, William Council, Robert Duncanson, Frances Harper, Isaac Meyers, Charles Reason, Fannie Richard, James Wormley.

EVALUATION

In teaching and evaluating the conceptual approach, the teacher should realize that content is still a basic step in learning. Content here is interpreted as facts (people, places, events, dates, documents, etc.). A student cannot comprehend, cannot generalize, cannot predict without having a basis from which to do so. Neither can a student participate in learning activities without a knowledge of the content related to those activities. From here the student may proceed inductively or deductively to the higher levels of learning, i.e., comprehension, predictions, interpretations, etc.

Although content is a primary step in implementing the conceptual approach, there is a time factor involved because the teacher cannot possibly cover all the subject matter. Learning activities, chosen and directed by the teacher, should have a content base, yet lead toward the point where the student is able to formulate his own conclusion based on selective facts.

To aid the teacher in evaluating the conceptual approach, an evaluation model is furnished at the conclusion of each unit. In this model the teacher will find examples of questions which could be used in evaluating the students' mastery of the three levels of learning.

LEVEL I	LEVEL II	LEVEL III
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles	Usually explains, justifies, interprets, or predicts (theory...abstract)

In addition, on pages 44-48, the teacher will find a more complete discussion on the three levels of learning. Also included are forms for evaluating the student as the unit is progressing, such as evaluation forms for individual and group reports. To aid the teacher in evaluating the use of various teaching techniques, on pp. 42 - 43, a Visual and Quantitative Chart for the Measurement of Skill Development is included. The teacher is urged to make use of this section throughout the year.

EVALUATION FOR UNIT I
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The author of the Social Contract was (a) William Pitt, (b) Benjamin Franklin, (c) Thomas Jefferson, (d) John Locke

The U. S. form of government is (a) constitutional monarchy, (b) democracy, (c) federal republic, (d) limited presidency

Define States Rights. Then give an example not used previously in class discussion.

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The Declaration of Independence shows the concept of (a) Bill of Rights, (b) Constitution, (c) due process of law, (d) The Social Contract

Under the U. S. Constitution the relationship between the central and state government could BEST be described as (a) complete dominance by the latter, (b) a 50/50 share of power, (c) defined authority of the state and federal governments, (d) state autonomy within the federal union

Identify the following and show their significance in the States Rights issue: (a) Hartford Convention, (b) Virginia and Kentucky Resolutions, (c) Nullification Crisis of 1832

EVALUATION FOR UNIT I
(Sample Questions)

LEVEL I

Defines, makes an
identifies, or classifies
specific

the Social Contract
William Pitt, (b) Benjamin
Thomas Jefferson,
etc

form of government is
a national monarchy,
(c) federal
limited presidency

Rights. Then give
t used previously in
ion.

LEVEL II

Shows relationships among ideas,
makes comparisons, recognizes
principles

The Declaration of Independence
shows the concept of (a) Bill of
Rights, (b) Constitution, (c) due
process of law, (d) The Social
Contract

Under the U. S. Constitution the
relationship between the central
and state government could BEST
be described as (a) complete
dominance by the latter, (b) a
50/50 share of power, (c) defined
authority of the state and federal
governments, (d) state autonomy
within the federal union

Identify the following and show
their significance in the States
Rights issue: (a) Hartford Con-
vention, (b) Virginia and Kentucky
Resolutions, (c) Nullification
Crisis of 1832

LEVEL III

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

In its practical application the
statement: "Man delegates
authority to a government main-
taining the right to take it
back if the government abuses it"
means (a) all revolutions are
legal, (b) people have the right
to riot, (c) revolution is legal
only if it is successful, (d) man
never has the right to rebel
against his government

Which of the following are examples
of Federalism, (a) executive branch,
(b) national guard, (c) War on Pov-
erty, (d) State Department

Using your text to look at the Con-
stitution, in a well developed
essay explain the relationship be-
tween States Rights and (a) the
elastic clause, (b) amendment ten

UNIT II
ECONOMIC AND SOCIAL CHANGE
FROM 1877 TO 1920

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

OVERVIEW

Although this period is, by title, confined to the post-1877 period, many of the social and economic happenings are traced from 1865. Industrialization and urbanization, for example, cannot be treated as phenomena beginning with the arbitrary date 1877. The social and economic events of this period involve a tremendous mass of material and we have been forced to be somewhat selective. It was the opinion of the committee that the material could best be understood if treated topically rather than chronologically.

COMMENTARY TO THE TEACHER

We have selected eight concepts that we feel particularly appropriate and have related understandings and subject matter to them. The included situations are, of course, examples and we do not propose that we have selected an ideal list of student activities which should be adhered to by every teacher. It is hoped that they might be considered and a number of them found useful in your teaching situation. As each learning experience and situation is related to a concept, it is further hoped that these will be related to contemporary situations in American life. Political developments of the period are lightly treated and often ignored as they are covered in Unit III.

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

I. Economic Progress of the Reunited Nation

- A. The rise of big business
- B. Settlement of the late frontier
- C. An era of agrarian unrest
- D. The growth of organized labor

II. Social Movement and Problems

- A. The exploitation and conservation of human resources
- B. Urban growth and problems
- C. The tide of immigration
- D. Changes in the scientific, social, and cultural landscapes

81- UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDINGS
I. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress.	1. The pioneer farmers on the Great Plains adapted to a new environment. 2. The cattle frontier produced new and varied markets. 3. America's mineral wealth provided a base for economic growth from 1877 to 1920. 4. Geographic factors influenced the growth of cities.
II. Uneven distribution of natural resources makes interdependence and trade between societies inevitable.	1. As the pioneer farmer became a mechanized producer, he became dependent on other regions of the country for supplies. 2. The geographic separation of mineral and agricultural centers created a demand for transportation. 3. The grazing lands of the trans-Mississippi West provided a base for the meat packing centers of Chicago, Omaha, and Kansas City, which became part of a meat producing complex.
III. In all societies wealth is distributed unequally.	1. The growth of big business resulted in the concentration of wealth. 2. Farmers in the post-Civil War period faced high costs of production, low prices, market discrimination, rising interest rates, and a world market. 3. Residential sections of urban areas became centers of wealth.

AND SOCIAL CHANGE FROM 1877 TO 1920

UNDERSTANDINGS

are obstacles by man; others in progress.	1. The pioneer farmers on the Great Plains adapted to the demand of a new environment. 2. The cattle frontier produced new and sudden wealth. 3. America's mineral wealth provided a basis for the rapid industrial growth from 1877 to 1920. 4. Geographic factors influenced the growth of cities.
natural re- sidence and s inevitable.	1. As the pioneer farmer became a mechanized farmer, he became more dependent on other regions of the country. 2. The geographic separation of mineral deposits from industrial centers created a demand for transportation and communication. 3. The grazing lands of the trans-Mississippi West and the meat packing centers of Chicago, Omaha, and St. Paul were interdependent as a meat producing complex.
th is distribu- period rest reas	1. The growth of big business resulted in a greater inequity of wealth. 2. Farmers in the post-Civil War period faced falling prices, freight-rate discrimination, rising interest rates, and competition in the world market. 3. Residential sections of urban areas reflected uneven distribution of wealth.

STUDENT LEARNING EXPERIENCES

1. Present the struggles of the pioneer and his new environment from My Antonia by Willa Cather and Under the ~~Earth~~ by O. E. Rolvaag.
2. Prepare frontier newspapers, including headlines, fashions, society, and advertising, mining, farming, and military centers, such as Virginia City, Bismarck, Denver, and the reasons for the growth of Bismarck and Denver and the disappearance of Virginia City.
3. Develop problems a Wisconsin farmer would have when he moved to the frontier environment of the Plains during the 1880's.
4. Using maps, charts, and oral or written reports, analyze the cattle drive: its reasons for disappearance, and effect on the cattle industry.
5. Prepare a map showing obstacles and assets to settlement in America such as rainfall, soil deposits, and transportation lines.
6. Study migrations of the Negroes to the West. Report on the reasons for going, the way of life, and the contributions the Negroes made in the West. (Materials - Page 10 of The American Negro by Logan and Cohen.)

1. Trace the growth of transportation lines comparing it to the location of mineral deposits.
2. Collect information on the meat packing industry to determine the reasons for the location of the industry.
3. Determine the degree of dependence of the mechanized farmer on the urban complex and the liabilities of this dependence.

1. Using How the Other Half Lives by Jacob Riis and The Big Change by F. L. Allen, arrange for a discussion of the living standards in the 19th century America. After a small group presents the extant century justifications for them, discuss the human values involved in arriving at a rich-poor situation can be described as good or bad. If the class decides the situation is bad, then let them prepare alternative social structures allowing them to decide who is to implement the changes if it is necessary to eliminate the very poor. If the class decides the situation is good, then let them prepare some methods to maintain the status quo and allow them to decide who is to maintain the status quo and if it is necessary to have a poor element in society. In both instances, some are poor.
2. From an analysis of How the Other Half Lives and the short story "Under the Lion's Garland", contrast urban and rural poverty.
3. Trace the careers of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan, and determine their feelings toward the methods they employed to create wealth. Determine whether they had negative influences on society.
4. After examining models of upper class residences and slum dwellings, examine the occupations, education, nationality, mobility, length of U. S. residency, religion, race, and awarding of prizes.

STUDENT LEARNING EXPERIENCES

Willa Cather or Giants in the Earth by O. H. Rolvaag.

newspapers, including headlines, fashions, society, and advertising, for cities which are and military centers, such as Virginia City, Bismarck, Denver, and Fort Laramie. Analyze the growth of Bismarck and Denver and the disappearance of Virginia City and Fort Laramie. A Wisconsin farmer would have when he moved to the frontier environment of the Great 1880's.

reasons, and oral or written reports, analyze the cattle drive: its reason for existence, and effect on the cattle industry.

infallible obstacles and assets to settlement in America such as rainfall, topography, mineral transportation lines.

the movement of the Negroes to the West. Report on the reasons for going, the effect on the Negro's Page 111 contributions the Negroes made in the West. (Materials - Pages 140-142 in The Negro in the West by Logan and Cohen.)

of transportation lines comparing it to the location of mineral deposits. Report on the meat packing industry to determine the reasons for the locations of the plants. Examine the degree of dependence of the mechanized farmer on the urban complex and the assets and liabilities of this dependence.

, arranges a discussion of How the Other Half Lives by Jacob Riis and The Big Change by F. L. Allen, arrive at the extremes of life in the 19th century America. After a small group presents the extremes and the 19th century situation for them, discuss the human values involved in arriving at a position where the situation can be described as good or bad. If the class decides the situation is bad, have them propose alternative social structures allowing them to decide who is to implement these changes and how to eliminate the very poor. If the class decides the situation is good, then have them propose methods to maintain the status quo and allow them to decide who is to police this situation. It is necessary to have a poor element in society. In both instances, determine why

of How the Other Half Lives and the short story "Under the Lion's Paw" by Hamlin Garland to examine urban and rural poverty.

. More of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan to analyze their methods they employed to create wealth. Determine whether they were positive or negative on society.

models of upper class residences and slum dwellings, examine the occupants according to: race, nationality, mobility, length of U. S. residency, religion, race, and awareness of social

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDINGS
III. In all societies wealth is distributed unequally. (continued)	
IV. Differences in economic ideology and distribution of wealth lead to conflicts within society.	<ol style="list-style-type: none">1. The farmer reacted to economic abuses2. Businessmen used "Social Darwinism" to concentration.3. The labor movement organized to represent his conflict with big business.4. The control of money and credit gave many businesses and reduced competition.5. Violence marked many labor-management

ED SOCIAL CHANGE FROM 1877 TO 1920

UNDERSTANDINGS

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1. The farmer reacted to economic abuses directed at him.
2. Businessmen used "Social Darwinism" to justify industrial concentration.
3. The labor movement organized to represent the working man in his conflict with big business.
4. The control of money and credit gave individuals power over many businesses and reduced competition.
5. Violence marked many labor-management differences.

STUDENT LEARNING EXPERIENCES

5. Create two fictitious city dwellers, a business man and a day laborer, and to include such things as residence, income, attitudes. Explain the reasons for the differences.
6. Compare the marketing procedures of the businessman and the farmer.
7. As a stockholder of the Erie Railroad, attack or defend the fact that in 1920 it cut trainmen's wages. Discover the effect of this on the nation's wealth before 1920. Contrast the more successful Negroes with the less successful. (Materials - Pages 170-172 in The American Negro by Logan and Cohen, pages 13-14 in Equality in the Twentieth Century by Ames.)
8. Investigate the factors which affect a farmer's chances of profit to determine (1) the farmer's ability to change these factors and (2) the farmer's ability to use the same methods to obtain wage increases.
9. After reading "A Deal in Wheat" by Frank Norris, discuss the distribution of wealth, the farmer's problems in terms of production and marketing, the farmer's awareness of the forces against him, and the decrease in actual crop production and wealth distribution.

1. Analyze the farmer's problems in terms of production and marketing costs. Differentiate between the different abuses to these categories and to report on solutions considered and adopted.
2. From the viewpoint of the factory owner, justify the concentration of wealth in the hands of a few.
3. Prepare a chart depicting the organization in different business organizations.
4. From the viewpoint of the laborer, justify the need for labor organization.
5. Collect a set of quotations from anti-labor advocates and evaluate whether they are in favor of organizing or the possible misuse of power, or both.
6. Prepare an organizational chart of different labor groups.
7. Analyze the relative merits of competition and monopoly and determine how they affect the general welfare of the nation.
8. Using at least three instances of violence in labor-management negotiations, determine the type of situation which is liable to lead to violence and decide how this can be avoided.
9. Compare techniques used in the labor movement and in the civil rights movement.
10. Look at the increase in money and population during the period. At the same time, determine the increase in the production of wheat. Determine whether the increase in the money supply increased the production of wheat.
11. Investigate the labor movement before 1920 to discover its value to the Negro. (Materials - Pages 13-14 and 142 in The American Negro by Logan and Cohen.)

STUDENT LEARNING EXPERIENCES

r, and two fictitious city dwellers, a business man and a day laborer, and compare and contrast their lives. reasons such things as residence, income, attitudes. Explain the reasons for differences and similarities. the marketing procedures of the businessman and the farmer.

holder of the Erie Railroad, attack or defend the fact that in 1877 the Erie Railroad declared a dividend at the same time it cut trainmen's wages. Discover the extent to which the Negro shared in man's wealth before 1920. Contrast the more successful Negroes with the Negro slum dwellers.

Pages - Pages 170-172 in The American Negro by Logan and Cohen, pages 21-22 in The Negro Struggle for in the Twentieth Century by Ames.)

detec thod. ate the factors which affect a farmer's chances of profit to determine (1) the farmer's ability to these factors and (2) the farmer's ability to use the same methods as the industrial worker to obtain increases.

ution. eading "A Deal in Wheat" by Frank Norris, discuss the distribution of wealth resulting from wheat e dea n, the farmer's awareness of the forces against him, and the degree to which speculation affects crop production and wealth distribution.

osts. he farmer's problems in terms of production and marketing costs and selling price in order to relate idere t abuses to these categories and to report on solutions considered by farmers.

f we viewpoint of the factory owner, justify the concentration of wealth and power.

anizati a chart depicting the organization in different business organizations.

zation viewpoint of the laborer, justify the need for labor organization by examining events of this period.

hether set of quotations from anti-labor advocates and evaluate whether they attacked the right of labor size or the possible misuse of power, or both.

an organizational chart of different labor groups.

e how the relative merits of competition and monopoly and determine how each can be concerned with the welfare of the nation.

atiat least three instances of violence in labor-management negotiations of this period, determine the this situation which is liable to lead to violence and decide how this could be avoided.

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the increase in money and population during the period. At the same time look at the price of the determine whether the increase in the money supply increased the price of wheat.

the I ate the labor movement before 1920 to discover its value to the Negro. (Materials - Pages 122, in The American Negro by Logan and Cohen.)

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDING
V. It has been typical of society for one segment to relegate another to a less prestigious social position.	<ol style="list-style-type: none">1. The move to restrict immigration as various groups became concerned about the increasing numbers of immigrants.2. The plight of the Indian became evident as technology increased.3. A shift of influence in society was evident in the growing concentration of wealth in the hands of a few industrialists.4. A new social class structure emerged as wealth in the hands of a few industrial centers resulted in a new social structure.5. The American Negro was subjected to various forms as disenfranchisement.

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

UNDERSTANDINGS	PTS
immigration typical of society for became concerned to relegate another to of immigrants to prestigious social position.	<ol style="list-style-type: none">1. The move to restrict immigration began gradually, but increased as various groups became concerned with ethnic origins and increasing numbers of immigrants.2. The plight of the Indian became more desperate as population and technology increased.3. A shift of influence in social class structure emerged with the growing concentration of wealth in the hands of a few industrialists.4. A new social class structure emerged with the concentration of wealth in the hands of a few. The concentration of wealth in industrial centers resulted in a more widely separated class structure.5. The American Negro was subject to organized repression in such forms as disenfranchisement, segregation, and discrimination.

STUDENT LEARNING EXPERIENCES

1. Using the statistical tables in the Appendix of The Adventures of the American West by Gannett, justify the concern over immigration in the 1880-1910 period and determine the effect of immigration on the American worker.
2. Evaluate the words of Emma Lazarus at the base of the Statue of Liberty, comparing the immigrant and an established American worker.
3. Support or reject the idea that immigration to America should be unrestricted.
4. Dramatize Jurgis' hiring from chapter 3 of The Jungle by Upton Sinclair, based on a prior discussion of job hunting practices.
5. After reading Winston Churchill's Coniston and Frank Norris' Octopus, determine the political effects of railroad domination on state governments.
6. Explain how an opponent of social reform could use the ideas of Herbert Spencer to oppose social reform.
7. Determine the effect of the Supreme Court case of Plessy vs. Ferguson on other social opportunities.
8. Through discussion prepare a list of urban problems and possible solutions, and determine the priorities for implementation.
9. Consider problems of a Polish immigrant to Wisconsin in 1900 to evaluate the effect of the various social reforms which would change the most radically. List the obstacles he would have to overcome.
10. Examine a social history for the listing of the more important families in the United States. Compare the families as to basis of wealth and basis of status.
11. After reading pages 107-135 of The Melting Pot Mistake by Henry Pratt, determine the effect of the melting pot on the Indian problem. (The U. S. is the melting pot of the world. Determine other societies which have been melting pots.)
12. Organize a panel to discuss the Indian problem. Have the panel view several Indian documents comparing his treatment today with earlier periods in American history (e.g., Red Men and White Men by Dishonor would be a good reference); map the reservations today, discuss the effect of topography, climate, location and vegetation both then and now on the Indians' failure to unite politically led to their downfall.
13. Study the methods used to destroy the civil rights of Negroes in the South. (Materials - Pages 122-124, 127-130, 136-140 in The American Negro by Logan and Cohen, pages 15-22, 35-41 in The Negro Struggle for Equality in the Encyclopedia of Negro History, pages 67-76 in The Negro in America by Cuban, pages 96-99, 85-88 in The Negro in the Twentieth Century by Ames.)
14. Investigate the different practices used in the North to discriminate against Negroes. In the class consider the effect of these practices on the self image of Negroes. (Materials - Pages 141-143, 157, 167-168, 170-171, in The American Negro by Logan and Cohen, pages 285-296 in This Was America by Handlin, pages 285-296 in Avenues to America's Past by Cuban.)
15. Investigate the Negro resistance to being relegated to second class citizens in the North. In the class consider the effect of these practices on the self image of Negroes. Focus attention on the variety of methods used by Negroes to resist discrimination. (Materials - Pages 130-136, 138, 140-142, 143-151, 172-173 in The American Negro by Logan and Cohen, pages 77-107 in The Negro in the Twentieth Century by Ames, pages 96, 100-124 in The Negro in American Life by Wade, pages 22-35 in The Negro in the Twentieth Century by Ames.)

STUDENT LEARNING EXPERIENCES

the Statistical tables in the Appendix of The Adventures of the American People by Graff and Krout, determine over immigration in the 1880-1910 period and determine the reasons for the increase. Liberty hands of Emma Lazarus at the base of the Statue of Liberty from the viewpoint of a new established American worker.

unrest the idea that immigration to America should be unrestricted.

hiring from chapter 3 of The Jungle by Upton Sinclair and compare to criteria established in discussion of job hunting practices.

Coniston and Frank Norris' Octopus, report on the portrayal of social and
of railroad domination on state governments.

ponent of social reform could use the ideas of Herbert Spencer to justify his position. Effect of the Supreme Court case of Plessy vs. Ferguson (1896) on not only civil rights but opportunities.

on prepare a list of urban problems and possible solutions. Decide on a system of implementation.

value of a Polish immigrant to Wisconsin in 1900 to evaluate the elements in his environment that he would have to overcome.

history for the listing of the more important families in 1800. Do the same for 1890. lies as to basis of wealth and basis of status.

ges 107-135 of The Melting Pot Mistake by Henry Pratt Fairchild, evaluate the premise that melting pot of the world. Determine other societies which might make the same claim.

to discuss the Indian problem. Have the panel view several aspects of the problem such as treatment today with earlier periods in American history (Helen Hunt Jackson's A Century of a good reference); map the reservations today, discussing their desirability from the pography, climate, location and vegetation both then and now; discuss the idea that the to unite politically led to their downfall.

the South used to destroy the civil rights of Negroes in the South. In reporting to the class
individual effects these methods had on the personality of individual Negroes. (Materials - Pages
136-140 The American Negro by Logan and Cohen, pages 333-343 in This Was America by
1-22, 35-41 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages
96-99, 85-88 in The Negro in American Life by Wade..

different practices used in the North to discriminate against Negroes. In reporting to the effect of these practices on the self image of the Negro. (Materials - Pages 168, 170-171, in The American Negro by Logan and Cohen, pages 370-382, 490-497, in by Handlin, pages 285-296 in Avenues to America's Past by Bowes.)

ss cities. Negro resistance to being relegated to second class citizenship. Use visual aides in class. Focus attention on the variety of methods used and the different practices which are used. (Materials - Pages 130-136, 138, 140-142, 143-151, 156-157, 157-165, 166, 167-171, 172-173, 175-176, 178-179, 181-182, 184-185, 187-188, 190-191, 193-194, 196-197, 199-200, 202-203, 205-206, 208-209, 211-212, 214-215, 217-218, 220-221, 223-224, 226-227, 229-230, 232-233, 235-236, 238-239, 241-242, 244-245, 247-248, 250-251, 253-254, 256-257, 259-260, 262-263, 265-266, 268-269, 271-272, 274-275, 277-278, 280-281, 283-284, 286-287, 289-290, 292-293, 295-296, 298-299, 301-302, 304-305, 307-308, 310-311, 313-314, 316-317, 319-320, 322-323, 325-326, 328-329, 330-331, 333-334, 336-337, 339-340, 342-343, 345-346, 348-349, 351-352, 354-355, 357-358, 360-361, 363-364, 366-367, 369-370, 372-373, 375-376, 378-379, 381-382, 384-385, 387-388, 390-391, 393-394, 396-397, 399-400, 402-403, 405-406, 408-409, 411-412, 414-415, 417-418, 420-421, 423-424, 426-427, 429-430, 432-433, 435-436, 438-439, 441-442, 444-445, 447-448, 450-451, 453-454, 456-457, 459-460, 462-463, 465-466, 468-469, 471-472, 474-475, 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UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDINGS
VI. Historical leadership results from the interplay of events and personalities.	<ol style="list-style-type: none"> 1. Economic and social reformers after union movement in response to industrialization. 2. Rapid industrialization created new problems. 3. Environmental factors in frontier and west made it difficult and encouraged negative feelings in certain groups.
VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.	<ol style="list-style-type: none"> 1. Mass production, increased wealth, and the growth of the U. S. with the means of ending marginalization. 2. Under unrestricted capitalism there was no consideration of natural and human resources. 3. The influx of people due to mining and agriculture made possible the creation of new wealth. 4. Because of periods of depression and economic instability, leaders for the public welfare, there was a need for regulation.

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

EPTS	UNDERSTANDINGS
1 leadership results from the interplay of events and circumstances.	<ol style="list-style-type: none">1. Economic and social reformers after the Civil War founded the trade union movement in response to industrial abuses of workers.2. Rapid industrialization created new leadership positions.3. Environmental factors in frontier and city made law enforcement difficult and encouraged negative forms of leadership to develop in certain groups.
systems have a marked influence on a society's political and social institutions. Political and social institutions influence economic activities.	<ol style="list-style-type: none">1. Mass production, increased wealth, and industrial strength provided the U. S. with the means of ending much human drudgery and misery.2. Under unrestricted capitalism there was little concern for the conservation of natural and human resources.3. The influx of people due to mining and agricultural activities made possible the creation of new western states.4. Because of periods of depression and lack of concern by business leaders for the public welfare, there was a demand for government regulation.

STUDENT LEARNING EXPERIENCES

1. Prepare biographical sketches of Samuel Gompers and Terence Powderly, comparing their motives and successes.
2. Examine early manufacturers' periodicals to illustrate the reaction of Beecher's statements to illustrate non-management reaction.
3. Trace Andrew Carnegie's career and discover how a penniless immigrant Relate Carnegie's career to the concept of Algerism.
4. Examine a lawless boomtown such as Deadwood, South Dakota to determine and the length of the period of lawlessness and the reasons for its decline.
5. Report on early gangs in American cities (1877-1915), including a description produced the lawlessness.
6. Describe the steps taken by the citizenry of Helena, Montana in the 1870s Evaluate this code of behavior.
7. Compare and contrast the law enforcement in the city and on the frontier degrees of severity.
8. Examine the lawless era of Kansas and Missouri from 1870-1880 to determine New York City in the same manner. Compare and contrast the causes and an agrarian society with that of a growing urban-industrial society.
9. Compare and contrast plans of Negro leaders Frederick Douglass, Booker T. Washington, and W. E. B. DuBois to improve the situation of the Negro people in America. (Materials - in The American Negro by Logan and Cohen, pages 88-96, 108-116 in The Negro in the United States by Logan and Cohen, pages 22-35 in The Negro in America by Cuban, pages 22-35 in The Negro Struggle in the United States by Ames.)

1. Discuss the contributions of specific industries to America's strength and wealth.
2. Report on the Malthusian principle of population. Determine the implications of this principle on the general level of living if production and employment opportunities had remained constant.
3. Examine data on the admission of states to the Union. Explain the reasons why Montana, and Wyoming gaining statehood later than states further west and was a departure from usual procedure.
4. Report on J. P. Morgan's relations with President Theodore Roosevelt, explain how Morgan could try to deal with the government as he could a rival business corporation attitude toward business.
5. Explain the reasons why Cornelius Vanderbilt, the owner of the New York Central Railroad, made statements such as, "The public be damned. If they want a railroad, let them pay for it."
6. Examine the Omnibus Bill of 1890 and decide why this departure from the usual procedure occurred this time.

STUDENT LEARNING EXPERIENCES

ly, sketchical sketches of Samuel Gompers and Terence Powderly, stressing their union careers and motives and successes.

of manufacturers' periodicals to illustrate the reaction of labor organization and Henry Ward

ant re Carnegie's career and discover how a penniless immigrant rose to wealth and social position.

mine career to the concept of Algerism.

boomtown such as Deadwood, South Dakota to determine its leaders in the negative sense

the period of lawlessness and the reasons for its decline.

describ gangs in American cities (1877-1915), including a description of the conditions which

lessness. Laws taken by the citizenry of Helena, Montana in the 1870's and 1880's against criminals.

ontier contrast the law enforcement in the city and on the frontier from 1870-1900. Justify the

eternitless era of Kansas and Missouri from 1870-1880 to determine the causes. Then examine

and contrast the same manner. Compare and contrast the causes and effects of lawlessness in a rural-

with that of a growing urban-industrial society.

oker contrast plans of Negro leaders Frederick Douglass, Booker T. Washington, and W. E. B. DuBois

ls - situation of the Negro people in America. (Materials - Pages 147-150, 158-165 in The

ro in Logan and Cohen, pages 88-96, 108-116 in The Negro in American Life by Wade, pages 77-

ggle in America by Cuban, pages 22-35 in The Negro Struggle for Equality in the Twentieth

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UND
VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems. (continued)	5. Business changed o ment attempts to r avie 6. With the general i technology free pu ca end ed
VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development.	1. In conjunction wit 1920 America exper expanded her contr 3. Urbanization was i vations in the liv decades at the tur 2. In the era between a center of techno was also marked du 4. As America urbaniz expanded. The rap considerable impact citizens.

IC AND SOCIAL CHANGE FROM 1877 TO 1920

UNDERSTANDINGS

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5. Business changed organizational techniques in response to government attempts to regulate it.
6. With the general improvement in living standards and advances in technology free public education became more accepted and more widespread.

1. In conjunction with rapid growth in education between 1870 and 1920 America experienced a wave of library construction and expanded her contributions to the cultural arts.
2. In the era between the Civil War and World War I America became a center of technological innovation. Scientific achievement was also marked during this period.
3. Urbanization was instrumental in causing many changes and innovations in the living habits, mores, and amusements in the decades at the turn of the century.
4. As America urbanized the powers of the press were greatly expanded. The rapidly growing newspapers and periodicals had considerable impact on the attitudes and habits of U. S. citizens.

STUDENT LEARNING EXPERIENCES

7. Examine technological developments from 1877 to 1914. Compare these with no
Discover which period called for more skills from the general public. Co
8. Using copy of the Sherman Act to construct a definition of the term "trust" sh
a report to show how business evaded the Sherman Act. In your report inc
passed to curb this evasion. Then give a summary of other devices busine
tion and determine if this is done today. If so, show how modern compani
9. Examine materials to discover what was taught in the schools from 1800-18
1900. Give a report which describes the changes or work out a skit which
summary give reasons for any changes you find in education. ri
10. Determine how many people and from what levels of society were being educ
1910, constructing the reasons for any changes you detect. a

1. Have a student go to the Madison Public Library and research its history
then be presented to the class as an oral report. Be sure that the report
creation of the library and the contribution of Andrew Carnegie. r
2. Relate America's historical development to the literature of the late 19t
Determine what experiences the works of Mark Twain, Ambrose Bierce, and U
3. Have a small group of students read The Devil's Dictionary by Ambrose Bie
represent the mood of the book. After presenting these to the class disc
bitterness and cynicism. Describe what Bierce found most objectionable i
4. Have the art teacher present a lecture on Mary Cassatt and Frederick Remi
of prints of their works). Discuss differences in the subject matter and
Describe Cassatt's style and subject choice. Describe Remington's. How
of glamour surrounding the American West? Whose work do you prefer? Why
5. Through oral reports and pictorial presentations describe surgical and de
these with the practices of 1920. Discuss the changes and comment on the
techniques. Also cite differences in the life span of Americans that can
Discuss why tooth extraction and surgery were considered last resorts in
6. Through the sound track recording of "The Music Man" do an analysis of sm
during the "Gay Nineties".
7. Prepare a report on the sources of family amusement at the turn of the ce
the saloon, baseball, the public park, ready-to-wear clothes, the band co
automobile, and the county fair on American life. Describe the instituti
period. Show how this concept has changed, if at all.
8. Imagine that you are a visitor to the 1893 Chicago World's Fair. Describ
ideas and inventions that you will see.

STUDENT LEARNING EXPERIENCES

with technological developments from 1877 to 1914. Compare these with developments from 1790-1860. This period called for more skills from the general public. Compare these two periods with today. "trust" the Sherman Act to construct a definition of the term "trust", define a holding company. Give show how business evaded the Sherman Act. In your report include a description of the law and this evasion. Then give a summary of other devices business used to evade government regulation. Determine if this is done today. If so, show how modern companies do this. Materials to discover what was taught in the schools from 1800-1860. Examine this same area in a report which describes the changes or work out a skit which will show the changes. In your reasons for any changes you find in education. How many people and from what levels of society were being educated in 1800. Do the same for contrasting the reasons for any changes you detect.

Go to the Madison Public Library and research its history and development. Findings should be presented to the class as an oral report. Be sure that the report includes the background for the library and the contribution of Andrew Carnegie.

ca's historical development to the literature of the late 19th and pre-war 20th centuries. At experiences the works of Mark Twain, Ambrose Bierce, and Upton Sinclair were based on. A group of students read The Devil's Dictionary by Ambrose Bierce and select excerpts that reflect the mood of the book. After presenting these to the class discuss the subjects of Bierce's writing and cynicism. Describe what Bierce found most objectionable in human history.

teacher present a lecture on Mary Cassatt and Frederick Remington (hopefully with a number of their works). Discuss differences in the subject matter and style of their painting. Cassatt's style and subject choice. Describe Remington's. How did he contribute to the aura surrounding the American West? Whose work do you prefer? Why?

reports and pictorial presentations describe surgical and dental practices in 1830. Contrast the practices of 1920. Discuss the changes and comment on the creation of modern medical practices. Also cite differences in the life span of Americans that can be noted for this same period. Tooth extraction and surgery were considered last resorts in 1830.

sound track recording of "The Music Man" do an analysis of small town life in the Middle West "Gay Nineties".

Report on the sources of family amusement at the turn of the century. Describe the influence of baseball, the public park, ready-to-wear clothes, the band concert, the bicycle, the early automobile and the county fair on American life. Describe the institution of the barbershop during this period and how this concept has changed, if at all.

If you are a visitor to the 1893 Chicago World's Fair. Describe some of the new and "far-out" inventions that you will see.

94-

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDINGS
VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development. (continued)	

STUDENT LEARNING EXPERIENCES

9. Compare the Gibson Girl to the housewife of 1870. Discuss differences between them. Relate this to concepts of the "stylish" woman today as
10. Present oral biographies of leading American scientists and inventors of the 19th and 20th centuries. Demonstrate how these men helped to shape contemporary America.
11. Show how social attitudes and national ambitions are reflected in the music of the period. Trace the development of the new music styles introduced. ("In the Shade of the Old Apple Tree", "I'm a Soldier", rag-time, etc.). Use these as discussion aids.
12. Discuss the impact of John Philip Sousa and why America was so receptive to his music.
13. Through a history of the Wisconsin State Journal trace the development of journalism. Use the information gained to Joseph Pulitzer, William Randolph Hearst, and the development of modern journalism.

5 STUDENT LEARNING EXPERIENCES

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n Girl to the housewife of 1870. Discuss differences in appearance which might be noted
late this to concepts of the "stylish" woman today as opposed to the modern housewife.
raphies of leading American scientists and inventors of the late 19th and early 20th
strate how these men helped to shape contemporary America.

ttitudes and national ambitions are reflected in the music of this era. Obtain records
styles introduced. ("In the Shade of the Old Apple Tree", "I Didn't Raise My Boy To Be
ime, etc.). Use these as discussion aids.

t of John Philip Sousa and why America was so receptive to his music.

of the Wisconsin State Journal trace the development of the modern newspaper. Relate
ained to Joseph Pulitzer, William Randolph Hearst, and other leaders in 19th century

LANGUAGE ARTS CORRELATION

Approach

The economic and social change from 1877 to 1920 can be correlated effectively in the language arts area by reading fiction of the period, writing a research paper; speaking in round table discussions, panel discussions, and symposiums; and participating in formal debates.

Sources

1. Novels

- Aldrich, Lantern in Her Hand
- *Bellamy, Looking Backward
- Cather, My Antonia
- *Crane, Maggie: A Girl of the Streets
- *Eggleston, Hoosier Schoolmaster
- Ferber, Cimarron
- *Guthrie, The Big Sky (Houghton has edition for students)
- *Jackson, Century of Dishonor
- Jackson, Ramona
- Laforgue, Laughing Boy
- Lane, Let the Hurricane Roar
- London, Call of the Wild
- *Lord, The Good Years
- *Neyhart, Giant of the Yards
- *Norris, The Octopus (A Deal in Wheat)
- Richter, The Trees
- *Riis, How the Other Half Lives
- *Rolvaaag, Giants in the Earth
- Schaefer, Shane
- *Sinclair, The Jungle
- Steffens, A Boy on Horseback
- Steffens, The Shame of the Cities
- Tarkington, Penrod
- *Twain, The Gilded Age
- Twain, Huckleberry Finn
- Wyatt, Sun Eagle

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

ocial change from 1877 to 1920 can be correlated language arts area by reading fiction of the research paper; speaking in round table discussions, and symposiums; and participating in

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ents

1. Speech skills
 - a. Select the problem
 - b. Select the approach
 - c. Choose a discussion leader
 - d. Define the problem
 - e. Collect facts
 - f. Discuss collected data using logical reasoning
 - g. Draw conclusions and evaluate
2. Writing skills
 - a. Form thesis statement
 - b. Limit purpose
 - c. Develop library skills
 - (1) Note-taking and outlining
 - (2) Location of materials
 - (3) Construction of bibliography
 - d. Organize material
 - e. Learn expression skills
 - (1) Word choice
 - (2) Sentence structure
 - (3) Coherence
 - (4) Clarity
 - (5) Original approach
 - f. Mechanics
 - (1) Punctuation
 - (2) Capitalization
3. Reading skills
 - a. Develop proper rate for material
 - b. Become familiar with reference tools
 - c. Become familiar with reference source
 - d. Understand the overall idea
 - e. Locate the main idea of a paragraph
 - f. Separate relevant from irrelevant data
 - g. Understanding varying language patterns of earlier historic periods
 - h. Recognize propaganda techniques

LANGUAGE ARTS CORRELATION	LANGUAGE ARTS CORRELATION
<p><u>Sources</u> (continued)</p> <p>2. Short Stories Twain, "A Pilot's Deeds", <u>Life on the Mississippi</u> (Heritage of America, Heath) Garland, "Under the Lion's Paw", (<u>Journeys Into America</u>, Heath) Twain, "The Man that Corrupted Hadleyburg" O'Rourke, "The Last Ride" <u>Journeys in American Literature</u> London, "Love of Life" Aldrich, "Another Brought Gifts" Williams, "Rural Life" Stuart, "Split Cherry Tree" Steffens, "A Miserable Merry Christmas" Holt, "I Heard from Heaven Today" Bromfield, "My Ninety Acres" James, "The Run for the Cherokee Strip" <u>Adventures for Today</u> Kjelgaard, "End of the Trail" Stuart, "The Wind Blew East" Paddleford, "The Secret of Living" Garland, "The River's Warning" <u>Vanguard</u> Holt, "The Wuthless Day" Dobie, "The Rider of Lama Escondido" Arnold, <u>Blood Brothers</u>, Duell Ferris, <u>The Brave and the Fair</u>, Winston Harte, <u>The Luck of Roaring Camp and Other Tales</u> O. Henry, <u>The Best Short Stories of O. Henry</u> Stuart, <u>Hie to the Hunters</u>, McGraw Stuart, <u>The Thread that Runs So True</u>, McGraw</p> <p>3. Poetry Corbin, Richard, <u>Poetry I</u>, Macmillan Causley, "Cowboy Song" Lindsay, "The Flower-fed Buffaloes" Garland, "Do You Fear the Wind?" Thayer, "Casey at the Bat" Sandburg, "All One People" West, "Song of the Settlers"</p> <p>4. Non-fiction Muller, "The Galveston Tidal Wave" Addams, "Forty Years of Hull House", <u>The Heritage of America</u>, Heath Carnegie, "The Gospel of Wealth", <u>The Heritage of America</u> Ford, "My Life and Work", <u>The Cherokee Strip</u> Day, <u>Life with Father</u>, Knopf Quick, "One Man's Life", <u>Autobiography</u> LaFollette, "Autobiography"</p> <p><u>Student Activities</u></p> <ol style="list-style-type: none"> From novels about the period, select those for student reading. Students reading the same novel can hold a symposium or panel discussion to explain and evaluate the author's purpose and the value of the novel to a study of the period. Encourage the selection of particularly effective passages to be read orally. With the cooperation of the history teacher, have better students select a topic for independent study and write a research paper based on the results. In English class stress can be placed on library skills, writing skills, and organizational skills while historical content can be stressed in history. With the cooperation of the history teacher, have average students select a topic such as labor organization, urbanization, frontier, business, education and write a comparison of conditions existing between 1877 to 1920 and today. 	<p>3. Poetry Corbin, Richard, <u>Poetry I</u>, Macmillan Causley, "Cowboy Song" Lindsay, "The Flower-fed Buffaloes" Garland, "Do You Fear the Wind?" Thayer, "Casey at the Bat" Sandburg, "All One People" West, "Song of the Settlers"</p> <p>4. Non-fiction Muller, "The Galveston Tidal Wave", Macmillan Addams, "Forty Years of Hull House", <u>The Heritage of America</u>, Heath Carnegie, "The Gospel of Wealth", <u>The Heritage of America</u> Ford, "My Life and Work", <u>The Heritage of America</u> Day, <u>Life with Father</u>, Knopf Quick, "One Man's Life", <u>The Heritage of America</u> LaFollette, "Autobiography", <u>The Heritage of America</u></p> <p><u>Student Activities</u></p> <ol style="list-style-type: none"> From novels about the period from 1877 to 1920, select those for student reading according to reading levels. Students reading the same novel can hold a symposium or panel discussion to explain and evaluate the author's purpose and the value of the novel to a study of the period. Encourage the selection of particularly effective passages to be read orally. With the cooperation of the history teacher, have better students select a topic for independent study and write a research paper based on the results. In English class stress can be placed on attaining library skills, writing skills, and organizational skills while historical content can be stressed in history. With the cooperation of the history teacher, have average students select a topic such as labor organization, urbanization, frontier, business, education and write a comparison of conditions existing between 1877 to 1920 and today.

LANGUAGE ARTS CORRELATION

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3. Poetry
Corbin, Richard, Poetry I, Macmillan
Causley, "Cowboy Song"
Lindsay, "The Flower-fed Buffaloes"
Garland, "Do You Fear the Wind?"
Thayer, "Casey at the Bat"
Sandburg, "All One People"
West, "Song of the Settlers"

4. Non-fiction
Muller, "The Galveston Tidal Wave", Macmillan
Addams, "Forty Years of Hull House", The Heritage of America, Heath
Carnegie, "The Gospel of Wealth", The Heritage of America
Ford, "My Life and Work", The Heritage of America
Day, Life with Father, Knopf
Quick, "One Man's Life", The Heritage of America
LaFollette, "Autobiography", The Heritage of America

Student Activities

1. From novels about the period from 1877 to 1920, select those for student reading according to reading levels. Students reading the same novel can hold a symposium or panel discussion to explain and evaluate the author's purpose and the value of the novel to a study of the period. Encourage the selection of particularly effective passages to be read orally.
2. With the cooperation of the history teacher, have better students select a topic for independent study and write a research paper based on the results. In English class stress can be placed on attaining library skills, writing skills, and organizational skills while historical content can be stressed in history.
3. With the cooperation of the history teacher, have average students select a topic such as labor organization, urbanization, frontier, business, education and write a comparison of conditions existing between 1877 to 1920 and today.

DEPTH OPPORTUNITIES

The teacher and students may, by mutual agreement, select a problem to be get higher prices for his products in the period 1865-1920? Students shall concepts and generalizations as possible. This may be done either through written activity. Some examples would include: demand, market demand, supply, law of supply, market, market price, excess demand, and excess supply. (Depth Opportunities, Unit I.)

Divide the class into six small groups for the purpose of conducting small research projects. Each group is to be assigned for research one of the six suggested topics in order to determine the influence of the frontier on American character and the West as one of the important influences in shaping American character and

1. influence on transportation.
2. influence on agriculture.
3. political influence.
4. characteristics fostered by the West.
5. economic opportunities.
6. literature and art.

The thesis concerning the influence of the frontier on American national character, as propounded by Frederick J. Turner, has been seen differently by many observers. Provide an opportunity for the students to research the various points of view and to determine which comes closest to historical fact and to give reasons for their choice.

"The existence of an area of free land, its continuous recession, and the law of the frontier, explain American development."

"The true point of view in the history of this nation is not the Atlantic, but the Great West."

Frederick J. Turner

"The frontier hypothesis represents the most attractive single explanation of the trends of American history."

Frederick L. Olcott

"Only by a study of the origins and growth of American capitalism and the frontier can we gain a clear insight into nature and complexity of the problems confronting us to-day. I submit that perhaps the chief reason for the absence of this proper understanding is the fact that it is a futile hunt for a unique 'American spirit' which Frederick J. Turner has sought to find in the frontier. In this he was wrong, for he involved most of America's historical scholars from that time in his search."

"In what it proposes, the frontier hypothesis needs painstaking revision and modification; the theory today disqualifies itself as an adequate guide to the study of American history."

George Wilson

DEPTH OPPORTUNITIES

Students may, by mutual agreement, select a problem to be analyzed, e.g., How could the farmer for his products in the period 1865-1920? Students should include as many of the economic generalizations as possible. This may be done either through small group discussion or the hand, Some examples would include: demand, market demand, law of demand, supply, market excess supply, market price, excess demand, and excess supply. (Review Overview to s, Unit I.)

g small into six small groups for the purpose of conducting small group discussion. Each group for research one of the six suggested topics in order to understand better the role of the important influences in shaping American character and life. Suggested topics are:

on transportation.

on agriculture.

influence.

istics fostered by the West.

opportunities.

and art.

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expla hypothesis represents the most attractive single explanation of the distinctive ck L. American history." Frederick L. Paxson

sm and y of the origins and growth of American capitalism and imperialism can we obtain us to nature and complexity of the problems confronting us today. And I am prepared to proper perhaps the chief reason for the absence of this proper understanding was the Turner for a unique American spirit' which Frederick J. Turner began forty years ago and m that involved most of America's historical scholars from that time until now."

revise oposes, the frontier hypothesis needs painstaking revision. By what it fails to uide theory today disqualifies itself as an adequate guide to American development."

Wilson George Wilson Pierson

DEPTH OPPORTUNITIES

Each student should write a short paper in which he draws comparisons between how its basic resources in order to solve the economic problem, or tries to satisfy unresource through the private enterprise system (capitalism) to:

1. a system where the people elect a government to make the principal econon (democratic and mixed society)
2. a totalitarian system where the important economic decisions are made by through arbitrary authority (communist or fascist-type economy)

Topics for possible comparison include: the basic foundations, the reliance upon government and the degree of planning. Examples of suggested responses: private profit motivations, economic freedoms.

In order to understand the nature of capital and its formation, students should be the following and to explain how it plays an important role in increasing the capital economy. This depth opportunity may be developed through committees, individual a

1. Saving banks
2. Commercial banks
3. Stock exchange

In order to understand the relationship of supply and demand, the market mechanism in our economy, the student should attempt an explanation of why agriculture's employment declined in the period 1860-1914, while those of manufacturing increase

In order to understand the forces involved in the growth of size and influence of tions, each student should attempt to determine the factors which motivated Andrew steel industrialists to begin acquiring other phases of steel production such as m and railroads. The student should show the relationship of this development to mo

The business leaders, financiers of the latter part of the 19th century, have been barons" and praised as "pioneers of industrialism". The student should read a bio following suggested business leaders and be prepared to relate to the class whether merits praise or criticism, or both:

1. John D. Rockefeller	7. Jay Gould
2. Cornelius Vanderbilt	8. Philip Armour
3. Andrew Carnegie	9. James Fisk
4. J.P. Morgan	10. Daniel Drew
5. E.H. Hammon	11. Henry C. Frick
6. James J. Hill	12. Jay Cooke

DEPTH OPPORTUNITIES

write a short paper in which he draws comparisons between how the American economy utilizes private enterprise system (capitalism) to:

where the people elect a government to make the principal economic decisions (mixed society)

ian system where the important economic decisions are made by a small group (dictatorial authority (communist or fascist-type economy))

comparison include: the basic foundations, the reliance upon markets, and the role of degree of planning. Examples of suggested responses: private property, competition, economic freedoms.

nd the nature of capital and its formation, students should be asked to select one of explain how it plays an important role in increasing the capital goods in the American opportunity may be developed through committees, individual assignment, or role playing.

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nd the relationship of supply and demand, the market mechanism, and the role of government the student should attempt an explanation of why agriculture's shares of output and in the period 1860-1914, while those of manufacturing increased.

nd the forces involved in the growth of size and influence of large business combinations should attempt to determine the factors which motivated Andrew Carnegie and others to begin acquiring other phases of steel production such as mines, shipping lines, student should show the relationship of this development to monopolistic practices.

, financiers of the latter part of the 19th century, have been criticized as "robber barons" as "pioneers of industrialism". The student should read a biography of one of the business leaders and be prepared to relate to the class whether or not the leader was a capitalist, or both:

Rockefeller	7. Jay Gould
Underbilt	8. Philip Armour
Carnegie	9. James Fisk
	10. Daniel Drew
	11. Henry C. Frick
11	12. Jay Cooke

DEPTH OPPORTUNITIES

The student should write a short paper in which they refute or defend one of the following:

1. The intellectual and artistic life of the so-called "Gilded Age" that our American civilization has yet seen.
2. The city was the genesis of modern American life and culture.
3. Old patterns and traditions in home, church, and school were a cause of the social problems of the Gilded Age, thus bringing serious social and psychological problems.

In order that the students might better understand the nature of industrial conflict in the 19th century, the following depth opportunity is suggested. Divide the position of labor and management in the four principal industrial conflicts of the period into four groups: (1) Knights of Labor Strike of 1877; (2) Haymarket Affair, 1877; (3) Homestead Steel Strike, 1892; (4) Pullman Strike, 1894. The positions of labor and management are presented relative to each conflict, care being taken to point out the similarities and differences at these points: cause, company and area involved, nature of the conflict, and the outcome.

As a means of tying the past to the present, the student should draw comparisons between the following pairs: craft union and industrial union; individual bargaining and collective bargaining; closed shop and open shop; union shop and "right to work" laws; a strike and a lockout; and union membership non-discrimination and de facto union policies of discrimination.

DEPTH OPPORTUNITIES

ld write a short paper in which they refute or defend one of the following conclusions: The intellectual and artistic life of the so-called "Gilded Age" was among the richest in American civilization has yet seen.

ure, it was the genesis of modern American life and culture.

ere a tions and traditions in home, church, and school were altered by rapid industrialization, creating serious social and psychological problems.

ndust students might better understand the nature of industrial conflict in the latter part of the following depth opportunity is suggested. Divide the class into committees to represent labor and management in the four principal industrial conflicts of the period: Railroad Strike, 1877; Haymarket Affair, 1877; Homestead Steel Strike, 1892; Pullman Strike, 1894. As the position of management are presented relative to each conflict, care should be taken that the students cover house, company and area involved, nature of the conflict, role of government, how terminated,

aw co ng the past to the present, the student should draw comparisons and contrasts between the gaini craft union and industrial union; individual bargaining and collective bargaining; closed and a shop; union shop and "right to work" laws; a strike and a lockout; official union policies of imina discrimination and de facto union policies of discrimination.

INSTRUCTIONAL MATERIALS

1. Supplementary Reading (General)

Adams, Jane, Twenty Years at Hull House
Arnof, Dorothy, Reading in American History
Baker, Rachel, America's First Trained Nurse, Linda Richards
Ewen, David, Panorama of American Popular Music
Edwards, Cecil, Horace Mann: Sower of Learning
Foster, Genevieve, Theodore Roosevelt
Ganley, Albert, The Progressive Movement
Hogner, Dorothy, Conservation in America
Hornung, Clarence, Wheels Across America: A Pictorial Cavalcade Illustrating the Early Development of Vehicular Transportation
Jogan, Thorvald, The Century of the Surgeon
Judson, Clara, Mr. Justice Holmes
Kepnews, Carrin, Pictorial History of Jazz
Lord, Walter, The Good Years
Meigs, Cornelia, Invincible Louisa
Noble, Iris, Joseph Pulitzer, Front Page Pioneer
Norman, Charles, John Muir, Father of Our National Parks
North, Sterling, Young Thomas Edison
Place, Marian, Gifford Pinchot: The Man Who Saved Forests
Riis, Jacob, How the Other Half Lives
Reynolds, Quentin, Wright Brothers, Pioneers in American Aviation
Rock, Franklin, Romance of American Transportation
Rittenhouse, Mignon, Amazing Nellie Bly
Simon, Charlie, Lay of the New Land
Sweet, William, The Story of Religion in America

Supplementary Reading (Immigration)

Handlin, Oscar, The Uprooted
Higham, John, Strangers in the Land: Patterns of American Nativism 1860-1925
Pupin, Michael, From Immigrant to Inventor
Shippen, Katherine, Passage to America: The Story of the Great Migrations

Supplementary

Adams, Dynamite: America
Bruce, Robert V., Labor in America
Dulles, Labor in America
Harris, Herbert, Land of the Free
Lens, Sidney, World War I
Neyhart, Louise, Women in America
Orth, Samuel, Armament in America
Paradis, Adrian A., Organized Labor in America
Shippen, Katherine, Organized Labor in America

Supplementary

Allen, Fredrick L., Allen, Fredrick L.
Burlingame, Roger, Burlingame, Roger
Carnegie, Andrew, Carnegie, Andrew
Cochrane, Thomas, Cochrane, Thomas
DeKruif, Paul, DeKruif, Paul
Dutton, William, Dutton, William
Hendrik, Burton, Hendrik, Burton
Holbrook, Stewart, Holbrook, Stewart
Holbrook, Stewart, Holbrook, Stewart
Josephson, Matthew, Josephson, Matthew
McCready and Sage, McCready and Sage
Shippen, Katherine, Shippen, Katherine
of Steel

Supplementary

Clark, James, Education in America
Cremin, L.A., Public Education in America
Eggleston, Edward, Eggleston, Edward
Johnson, Clifton, Johnson, Clifton
Marshall, Robert, Marshall, Robert
Raney, William, Raney, William

INSTRUCTIONAL MATERIALS

(General)

ntary
ite:
s at Hull House
American History
First Trained Nurse, Linda Richards
American Popular Music
an: Sower of Learning
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Across America: A Pictorial
the Early Development of Vehicular

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Holmes

al History of Jazz

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Louisa

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, Father of Our National Parks

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chot: The Man Who Saved Forests

Half Lives

Brothers, Pioneers in American

American Transportation

Nellie Bly

New Land

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(Immigration)

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Supplementary Reading (Labor)

Adams, Dynamite: The Story of Class Violence in America
Bruce, Robert V., 1877, The Year of Violence
Dulles, Labor in America
Harris, Herbert, American Labor
Lens, Sidney, Working Men
Neyhart, Louise, Giant of the Yards
Orth, Samuel, Armies of Labor
Paradis, Adrian A., Labor in Action: The Story of the American Labor Movement
Shippen, Katherine, The Union Cause: The Growth of Organized Labor in America

Supplementary Reading (Big Business)

Allen, Fredrick L., The Great Pierpont Morgan
Allen, Fredrick L., The Lords of Creation
Burlingame, Roger, Machines that Built America
Carnegie, Andrew, The Autobiography of Andrew Carnegie
Cochrane, Thomas C., Railroad Leaders 1845-1890
DeKruif, Paul, Seven Iron Men
Dutton, William, Adventure in Big Business
Hendrik, Burton, Age of Big Business
Holbrook, Stewart, The Age of Moguls
Holbrook, Stewart, Story of American Railroads
Josephson, Matthew, The Robber Barons
McCready and Sage, Railroads in the Days of Steam
Shippen, Katherine, Andrew Carnegie and the Age of Steel

Supplementary Reading (Education)

Clark, James, Education in Wisconsin
Cremin, L.A., Public Schools in Our Democracy
Eggerton, Edward, The Hoosier Schoolmaster
Johnson, Clifton, Old Time Schools and School Books
Marshall, Robert, The Story of Our Public Schools
Raney, William, Wisconsin - A Story of Progress

INSTRUCTIONAL MATERIAL

Supplementary Reading (Frontier)

Altsheler, Joseph, Horsemen of the Plains
 American Heritage, Overland Stage, June 1957 issue
 Billington, Ray, Westward Expansion
 Clemens, Samuel, Roughing It
 Custer, Elizabeth, Boots and Saddles, or Life in Dakota with General Custer
 Dick, Wetritt, Sod House Frontier
 Dohe, The Longhorns
 Erdman, Louis, Wind Blows Free
 Garst, Doris, Crazy Horse, Great Warrior of the Plains
 Garst, Doris, Custer, Fighter of the Plains
 Gondron, Val, Powder and Hides
 Howdy, George, Young Buffalo Bill
 Hall-Quest, Olga, Wyatt Earp
 Herman, William, Missouri River-Boy
 Holbrook, Stewart, Wild Bill Hickok Tames the West
 Kjelgaard, James, Hi Jolly
 Lake, Stuart, Wyatt Earp, Frontier Marshall
 Means, Florence, Candle in the Mist
 Meader, Charles, The Great West
 Moody, Ralph, Kit Carson and the Wild Frontier
 Moran, Mable, Red Eagle: Buffalo Bill's Adopted Son
 O'Conner, Richard, Bat Masterson
 Osgood, Ernest, The Day of the Cattleman
 Place, Marian, Hold Back the Hunter
 Pritchett, Lulita, Cabin at Medicine Springs
 Proudfit, Isabel, Riverboy - The Story of Mark Twain
 Reynolds, Quentin, Custer's Last Stand
 Rolvaag, Ole, Giants in the Earth
 Russell, Don, The Lives and Legends of Buffalo Bill
 Sandoz, Mari, Buffalo Hunters
 Tabbel, John, The American Indian Wars
 Vestabl, Stanley, Sitting Bull, Champion of the Sioux
 Wellman, Paul, Death on Horseback
 Westermeier, Clifford, Trailing the Cowboy

2. Teacher P ad
 Billington, B or
 Turner, F.J. Dv
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INSTRUCTIONAL MATERIALS

cher Reading (Frontier)
ton, B. Horsemen of the Plains
F.J. Overland Stage, June 1957 issue
J.D., Frontward Expansion
Frederick giving It
Samuel oots and Saddles, or Life in
Earl l Custer
Oscar ouse Frontier
y
Oscar Blows Free
George Horse, Great Warrior of the Plains
of the , Fighter of the Plains
William and Hides
k, Ste Buffalo Bill
C.W., att Earp
Jane souri River-Boy
Constant Old Bill Hickok Tames the West
Jolly Jolly
Earp, Frontier Marshall
gle in the Mist
Great West
erson and the Wild Frontier
gle: Buffalo Bill's Adopted Son
at Masterson
Day of the Cattleman
Back the Hunter
abin at Medicine Springs
verboy - The Story of Mark Twain
uster's Last Stand
in the Earth
ves and Legends of Buffalo Bill
o Hunters
merican Indian Wars
etting Bull, Champion of the Sioux
on Horseback
i, Trailing the Cowboy

2. Teacher Reference Material

Billington, Ray, Westward Expansion
Turner, F.J., The West in American History
Hicks, J.D., The Populist Revolt
Allen, Fredrick L., The Lords of Creation
Hays, Samuel P., The Response to Industrialism 1885-1914
Lathan, Earl (ed.), John D. Rockefeller
Handlin, Oscar (ed.), Immigration as a Factor in American History
Handlin, Oscar (ed.), The Uprooted
Taylor, George Rogers, The Turner Thesis Concerning the Role of the West
Hogan, William, American Indians
Holbrook, Steward, The Age of Moguls
Mills, C.W., New Men of Power - America's Labor Leaders
Addams, Jane, Twenty Years at Hull House
Green, Constance, American Cities in the Building of the Nation
Schlesinger, A.M., The Rise of the City, 1878-1898
Burlingame, Roger, Background of Power: The Human Story of Mass Production
Tuchman, Barbara, The Proud Tower

3. Service Center for American History Pamphlets

Stevens, Harry R., The Middle West
Mowry, George L., Progressive Movement 1900-1920
Carter, Harvey L., The Far West in American History

INSTRUCTIONAL MATERIALS

4. Films (BAVI)

3638 Gunfight at the O.K. Corral, \$3.50, 27 minutes
 4769 Settling the Great Plains, \$4.50, 12 minutes
 4904 Immigration in America's History, \$2.00, 11 minutes
 4444 Theodore Roosevelt, American, \$1.75, 26 minutes
 8137 And the World Listened (Bryan), \$3.00, 30 minutes
 4627 Navajo, People Between Worlds, \$4.50, 18 minutes
 1482 New Americans, \$2.50, 14 minutes
 4660 Labor Movement, Beginnings and Growth in America,
 \$2.50, 13 minutes
 0429 City, \$5.00, 33 minutes
 1184 Land of Liberty, 1860-1890, \$2.50, 20 minutes

Films (Madison I.M.C.)

F-141 Pioneers of the Plains
F-540 Westward Movement, Part V
F-3104 Midland Metropolis

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT 11

(All of these references may not be available in any one school library. It is suggested that the librarian be requested to develop a bibliography of materials available which may be used in connection with this unit.)

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T. Washington
O. Tanner, Geo
S. Dunbar, W.
Hughes, L., and R
Garden City, N. J.
George M. McCrae
Halloway, W. E.
W. Johnson, Pa
William S. Bra
Hughes, L., and M
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216-219 Exodus
222-223 Souther
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236-237 indust
244-251 leader
arts, 256-257
interracial or
267 protest ma
Kohler, R., Story
on Negro women

REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

ferences may not be available in any one school library. It is suggested that the school be requested to develop a bibliography of materials available which are appropriate to the unit.)

REFERENCES

Story of the Negro. New York: Knopf, 1955. That is with African civilization and comes Pages 176-207 give short references tributions throughout the 1877-1920

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Archibald H. Grimke, Francis J. Grimke, John M.
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Scarborough, Benjamin "Pap" Singleton, Henry O.
Tanner, Madame C. J. Walker, Maggie L. Walker,
Booker T. Washington, George H. White, "Bert"
Williams, Granville T. Woods, Richard R. Wright,
Robert S. Abbott, Claude Barnett, Mary Bethune,
William S. Braithwaite, Charlotte H. Brown,
Hallie Brown, George W. Carver, Charles W.
Chesnutt, Benjamin O. Davis, W. E. B. DuBois,
William C. Handy, Matthew A. Henson, William A.
Hinton, John Hope, Henry Johnson, James W. Johnson,
Ernest E. Just, Kelly Miller, Garnett A. Morgan,
Adam Clayton Powell Sr., Mary C. Terrell, William
M. Trotter, Daniel H. Williams, Carter G. Woodson,
Charles Young, and many others in religion,
education, and other areas.

EVALUATION FOR UNIT II
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

An early philanthropist in the big business era was (a) C. Vanderbilt, (b) James Fisk, (c) Andrew Carnegie, (d) Jay Gould

The area of the country passed over by early westward expansion was (a) Central Plains, (b) Great Plains, (c) Pacific Coast, (d) Gulf Plains

Immigrants to America between 1900 and 1914 came mainly from (a) Northern Europe, (b) Asia, (c) Southeastern Europe, (d) Western Europe

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The growth of big business (a) lead to labor violence, (b) made labor unions unnecessary, (c) enabled all people to raise their standard of living, (d) marked the end of the "Robber Barons"

An environmental factor not present on the Great Plains that was present in other areas was (a) good soil, (b) grass, (c) wood, (d) climatic variance

The problems of the "new" immigrants reflected their (a) high economic level, (b) lack of religious conviction, (c) lack of education, (d) lack of intellectual ability

EVALUATION FOR UNIT II
(Sample Questions)

LEVEL I

Fines, makes an
identifies, or classifies
(sic)

Anthropologist in the
Gilded Age was (a) C.
) James Fisk,
Carnegie, (d) Jay

The country passed
westward expansion
to the (a) Great
Plains, (b) Great
Pacific Coast, (d)

Immigration to America between
1880 and 1910 came mainly from
Europe, (b) Asia,
Central Europe, (d)

LEVEL II

Shows relationships among ideas,
makes comparisons, recognizes
principles

The growth of big business (a)
lead to labor violence, (b) made
labor unions unnecessary, (c)
enabled all people to raise their
standard of living, (d) marked
the end of the "Robber Barons"

An environmental factor not present
on the Great Plains that was pres-
ent in other areas was (a) good
soil, (b) grass, (c) wood, (d)
climatic variance

The problems of the "new" immigrants
reflected their (a) high economic
level, (b) lack of religious con-
viction, (c) lack of education, (d)
lack of intellectual ability

LEVEL III

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

Define "Social Darwinism", "free
enterprise", "monopoly" and arrive
at a description of the American
economy by 1880.

Write an essay in which you com-
ment on the different environ-
mental factors that faced the
Great Plains settler. Show how
they differed from a settler in
Central Wisconsin.

Study the following factors.
Which one caused the most antag-
onism toward the "new immigration"?
Write a paragraph in support of the
answer you choose. (a) religion,
(b) greater skills of these immi-
grants, (c) clannishness of people,
(d) law of supply and demand as
applied to the labor market

UNIT III
CHANGES IN GOVERNMENT AND POLITICAL LIFE,
1877-1920

OVERVIEW

As has been stated elsewhere in this guide, the rapid technological advances in the country in the second half of the 19th century produced changes which dramatically altered all aspects of American life. Some of these changes dramatically altered our political and governmental system. This section will be focused on the men, ideas, and institutions which brought about this political and governmental change.

COMMENTARY TO THE TEACHER

Teachers, in planning their work for this unit, should first give consideration to the concepts, and then identify specific understandings from the content which support or reinforce those concepts. Lastly, they should select learning activities which will enable students to synthesize facts and information in such a manner as to provide a meaningful learning experience.

The student, on the other hand, will start at the opposite end of the continuum. Working alone and in groups, students should develop skills in synthesizing specific facts and concepts into broader understandings and generalizations from specific facts and concepts. As they do this, they should learn to recognize and attach meaning to groups of related understandings, thereby increasing their awareness and understanding of more universal, meaningful, and potentially important concepts.

No attempt has been made in this unit to be prescriptive or all embracing. Instead, we have provided a variety of activities and learning situations which we feel will enable students to develop the understandings which we feel are particularly relevant to this unit. A teacher, in selecting any of these activities, should take into consideration the needs and abilities of his particular class. Each activity may be handled in various ways, and may be modified to fit the needs and abilities of the students. (See the section in this guide which deals with planning and developing learning activities.) Above all, the teacher is encouraged to develop additional activities of his own.

Lastly, it must be understood that no unit or course of study is complete in itself. Each stage in the learning process has gone before and will affect what comes after. Conceptual learning is a continuous process, and can continue as long as the individual has the capacity to learn. Each stage in the learning process provides another opportunity for students to analyze the validity of their perceptions.

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

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d elsewhere in this guide, the rapid technological advances which occurred in this second half of the 19th century produced changes which are still being felt in every aspect. Some of these changes dramatically altered our political life and institutions. Attention will be focused on the men, ideas, and institutions of this period as they reflect governmental change.

TEACHER

considering their work for this unit, should first give consideration to the broad abstractions then identify specific understandings from the content material which will serve to reinforce those concepts. Lastly, they should select learning situations designed to help relate facts and information in such a manner as to provide them with viable understandings.

the other hand, will start at the opposite end of the spectrum with learning situations. In groups, students should develop skills in synthesizing, correlating, and abstracting findings and generalizations from specific facts and content material. As they begin to attach meaning to groups of related understandings, they should gradually come to an awareness of more universal, meaningful, and potentially applicable concepts.

been made in this unit to be prescriptive or all embracing. We have identified some understandings that we feel particularly relevant to this unit of study, and have constructed situations or activities which we feel will enable students to come directly to grips with them. A teacher, in selecting any of these activities, should keep in mind the needs and particular class. Each activity may be handled in varying degrees of depth, and from a variety of angles. (See the section in this guide which deals with the mechanics of various kinds of activities.) In all, the teacher is encouraged to develop additional understandings and learning on his own.

It is understood that no unit or course of study is complete in itself. It relies on what has gone before and will affect what comes after. Conceptual learning is a growth process that continues as long as the individual has the capacity to learn. Each stage in the process must be considered as merely a step in the way for students to analyze the validity of, and to reinforce, desired understandings and

UNIT OUTLINE

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

I. Extension of Governmental Regulations

- A. Over Business
- B. Over Labor

II. Changing Organization of Political Parties

- A. What is a Political Party?
- B. National Level
- C. State Level
- D. Local Level

III. Political Reforms

- A. National Level
- B. State Level
- C. Local Level

IV. Changing Concepts of Political Leadership

- A. Political Responsibility
- B. Accountability

112- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

CONCEPTS	UNDERSTANDING
<p>I. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.</p>	<ol style="list-style-type: none">1. An increasingly complex economy, rapid industrialization, creates a need for self-regulation.2. Fluctuations in the economy create a need for government intervention.3. Tariff laws can best be understood in the context of economic policy.4. Economic beliefs often determine political policies.5. Monetary policy is, in part, determined by the economic needs of the nation.
<p>II. The form and complexity of governmental systems vary in time and with societies.</p>	<ol style="list-style-type: none">1. The more complex and specialized a society becomes, the more regulation. Administration becomes more important, creating a need for a more centralized, bureaucratic structure, and a need for a more professional civil service.2. Interstate commerce and transportation create order out of an increasingly complex society, leading to a need for local control.3. The reform movement generally leads to a more democratic government.4. An increasingly complex government leads to the expansion of civil service.5. Many local reforms led to the creation of new forms of government, such as the city manager, and municipal organization.

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

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UNDERSTANDINGS

1. An increasingly complex economic structure, brought about by rapid industrialization, created the need for both governmental and self-regulation.
2. Fluctuations in the economy often serve to stimulate legislation.
3. Tariff laws can best be understood as expressions of national policy.
4. Economic beliefs often determine political party platforms.
5. Monetary policy is, in part, a reflection of the demands placed upon government by the economy.

1. The more complex and specialized a society becomes, the more it needs regulation. Administration of these regulations increases the bureaucratic structure, which in turn increases complexity.
2. Interstate commerce and transportation regulations were attempts to create order out of an increasingly chaotic system of state and local control.
3. The reform movement generally led to a more widely based form of democratic government.
4. An increasingly complex governmental structure led to the expansion of civil service.
5. Many local reforms led to the establishment of new forms of local government, such as the city-manager and commission types of municipal organization.

STUDENT LEARNING EXPERIENCE

1. Have students analyze such institutions as monopolies, trusts, and increasingly complex economic structures they represent. Show how mental and self-regulation of industry.
2. Analyze the depressions of 1873 and 1893 in light of the legislation of this legislation was a direct response to economic conditions. contemporary documents, if available, to see what kind of pressure
3. Have students analyze tariff regulations from the end of the Civil arguments given in support of, or in opposition to, higher tariffs followed national party lines. Determine to what extent our tariff the tariff policies of other nations.
4. Study the party platforms during the elections of 1888, 1892, 1896 platforms centered around economic issues. (Look especially at ta
5. Have students analyze the Federal Reserve Act, the Glass-Owen Bank terms of the pressure put upon government by various groups. Show bankers, industrialists, Grangers, Free Silverites, etc., were ref

1. Have students select a major city to study. (Can be done either as organizational structure in 1860, 1890, and 1920. Demonstrate how Note departments active in 1920 that weren't even conceived of in agencies formed during this period and what gave rise to all this they will come to an understanding of such factors as population growth, technological change, shifting patterns of population, and interdependent regions, nations, etc.) Be sure students understand the relationships of complexity.
2. Compare the expansion of civil services in our country at this time Great Britain, Germany, Russia, etc. Show what common factors can be found.
3. Have students study the so-called "Granger" Laws, particularly in the West. Try to justify the Supreme Court decisions outlawing these laws.
4. Have a student trace a railroad that crossed several state lines in this country. Show how regulations and practices a customer of this road would encounter similar situation in 1910.
5. Have students support or reject the idea that the initiative, referendum process.
6. Ask students to analyze the 17th Amendment to the Constitution in terms of the fact that electing senators produces legislators most responsive to the wishes of the people.

STUDENT LEARNING EXPERIENCES

analyze such institutions as monopolies, trusts, and holding companies in terms of the complex economic structures they represent. Show how this complexity resulted in both government regulation of industry.

Depressions of 1873 and 1893 in light of the legislation passed at the time. Determine how much legislation was a direct response to economic conditions. Have students study newspapers and other documents, if available, to see what kind of pressure was being placed on congress by the public. Analyze tariff regulations from the end of the Civil War through the Underwood Tariff. Present arguments in support of, or in opposition to, higher tariffs. Demonstrate to what extent these arguments crossed party lines. Determine to what extent our tariff policies affected world trade and policies of other nations.

Party platforms during the elections of 1888, 1892, 1896, and 1912. Discuss to what extent these centered around economic issues. (Look especially at tariffs, money policy, and banking.)

Analyze the Federal Reserve Act, the Glass-Owen Banking Act, and the Farm Loan Act of 1916 in terms of the pressure put upon government by various groups. Show to what extent the wishes of such groups as the Populists, Grangers, Free Silverites, etc., were reflected in this legislation.

1. Select a major city to study. (Can be done either as individuals or in groups). Look at its political structure in 1860, 1890, and 1920. Demonstrate how political organization of the city changed. Identify groups active in 1920 that weren't even conceived of in 1860. Discuss the kinds of regulatory agencies that developed during this period and what gave rise to all this change in all of city government. (Hopefully, this will lead to an understanding of such factors as population growth, division of labor (specialization), technological change, shifting patterns of population, and interdependence of community with other communities, regions, etc.) Be sure students understand the relationship between institutional growth and organization and the growth of society.

2. Study the expansion of civil services in our country at this time with similar expansions in other countries - France, Germany, Russia, etc. Show what common factors can be isolated to help explain this phenomenon. Study the so-called "Granger" Laws, particularly in terms of the confusion of regulations that developed to justify the Supreme Court decisions outlawing these acts, and the development of the I.C.C. Have students trace a railroad that crossed several state lines in 1877, and report to the class the conflicts of laws and practices a customer of this road would encounter. Have another student compare this to a railroad in 1910.

3. Support or reject the idea that the initiative, referendum, and recall extended the democratic process.

4. Analyze the 17th Amendment to the Constitution in terms of trying to decide which method of electing senators produces legislators most responsive to the wishes of the people.

114- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

CONCEPTS	UNDERSTANDING
III. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.	<ol style="list-style-type: none">1. The wave of political corruption attributed to the avarice of politicians of wealth and power in the public largely ignorant or indifferent.2. Supreme Court decisions during the era of big business values.3. Many industrialists took advantage between federal and state sovereigns around regulatory legislation.4. Many local political machines were able to sense the changing moods of the public.5. Refusal to accept the inevitable businesses of this period to loss been necessary.

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UNDERSTANDINGS

1. The wave of political corruption following the Civil War can be attributed to the avarice of political opportunists, the concentration of wealth and power in the hands of big business, and a public largely ignorant or indifferent to political wrong-doing.
2. Supreme Court decisions during this period were often a reflection of big business values.
3. Many industrialists took advantage of the ill-defined boundaries between federal and state sovereignty in their attempts to get around regulatory legislation.
4. Many local political machines were overthrown because they failed to sense the changing moods of the community.
5. Refusal to accept the inevitability of change caused many big businesses of this period to lose more than otherwise might have been necessary.

STUDENT LEARNING EXPERI

1. Have students study Daniel Drew, Jay Gould, and Jim Fisk. Discuss its being ethical or unethical. Discuss public reaction toward use of the "Business Ethic" to justify their actions.
2. Have students read some of the Supreme Court briefs dealing with (Munn v. Illinois, Peik v. the C & NW, and Wabash Railroad v. the philosophies expressed by the court with those expressed by Morgan, etc. See if they seem to reflect the same values.
3. Suggest to some capable students that industrialists of this period circumvented federal legislation, and conversely used the "due process" of the Constitution to defeat state legislation. Have them seek out actual situations.
4. Appoint student committees to study the city governments of New York, Galveston, etc., about the turn of the century in order to answer:
 - a. have them identify the political machine and leaders.
 - b. have them identify the reform leaders in these cities.
 - c. show what reforms were instituted.
 - d. examine and point out attitudes machine leaders exhibited and their downfall.
5. Study the New Jersey Democratic Nominating Convention at which the机器 for governor. Discuss how this illustrates the fact that the machine controlled the electorate.
6. Have students show that the Clayton Anti-Trust Act and the creation of big business had in part circumvented the provisions of earlier legislation.
7. Student debate. Resolved: Management could have controlled some of the demands of labor.
8. Have the students define the terms, "machine" and "bossism". Then give both the good and bad points of this development. Is it possible to have a "good" machine. Under what conditions?

STUDENT LEARNING EXPERIENCES

... Di
towa
ical or unethical. Discuss public reaction towards their activities. Discuss the logic of the
Business Ethic" to justify their actions.

... read some of the Supreme Court briefs dealing with trusts and the regulation of monopolies.
inois, Peik v. the C & NW, and Wabash Railroad v. Illinois might be useful) Have them compare
ies expressed by the court with those expressed in some of the writings of Carnegie, Vanderbilt,

See if they seem to reflect the same values.

... some capable students that industrialists of this period often used state corporate laws to
ederal legislation, and conversely used the "due process" clause of the constitution to circum-
gislation. Have them seek out actual situations to support this contention.

... ent committees to study the city governments of New York, Chicago, Cleveland, St. Louis,
c., about the turn of the century in order to analyze the effects of reform.

... them identify the political machine and leaders.

... them identify the reform leaders in these cities.

... what reforms were instituted.

... e and point out attitudes machine leaders exhibited in regard to reform that contributed to
downfall.

... Jersey Democratic Nominating Convention at which Woodrow Wilson won the democratic nomination
... Discuss how this illustrates the fact that those in power must be aware of the wishes of the

... show that the Clayton Anti-Trust Act and the creation of the F. T. C. were necessary because
had in part circumvented the provisions of earlier regulatory laws.

... e. Resolved: Management could have controlled the labor movement had it been willing to meet
demands of labor.

... ents define the terms, "machine" and "bossism". Have them give examples of these in action and
h the good and bad points of this development. Have them debate or discuss whether or not it
o have a "good" machine. Under what conditions might a machine be formed?

116- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

CONCEPTS	UNDERSTANDING
IV. The concern of governments for the welfare of their citizens will vary in time and in process.	<ol style="list-style-type: none">1. The graduated income tax was conceived to meet the costs of government.2. Farmers supported inflation of the dollar to help solve their own problems.3. Regulation and control of the economy by the federal government developed a greater sense of responsibility on the part of the people.4. The conservation movement can best be described as a social movement.5. The ideal of progressive democracy is that the government should benefit all the people rather than just the rich. The ideal is that democracy should insure social as well as political freedom.

ES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS	
rnments for the tizens will vary ess. f the econ respo best cracy rath socia	<ol style="list-style-type: none">1. The graduated income tax was conceived as a means of equalizing the costs of government.2. Farmers supported inflation of the currency as a solution to their own problems.3. Regulation and control of the economy came as political leaders developed a greater sense of responsibility for the welfare of the people.4. The conservation movement can best be understood as a reform movement.5. The ideal of progressive democracy was that America's opportunities should benefit all the people rather than a privileged few, and that democracy should insure social and economic justice as well as political freedom.

STUDENT LEARNING EXPERIENCES

1. Trace the development of taxation in the U. S. Try to justify this
2. Have students study the economic equation of exchange, $MV=PT$, to help them understand inflationary monetary policy. (A good source is Harry W. Heckman. *Principles of Economics*, 2nd ed., Rand McNally & Company. Chicago, 1963. pp. 64-69.)
3. Prepare a student debate on the issue of free coinage of silver, to compare it with that of Big Business.
4. Have students use Teddy Roosevelt and Taft as illustrations of how progressive leaders used regulatory legislation which had gone unused in previous periods.
5. Have students trace Robert LaFollette's success in making Wisconsin a state of the people, including the Negro citizens.
6. Support or attack the position that conservation of natural resources is the most important task of the 20th century.
7. What special groups or interests were represented in the leadership of the Progressive Party? What kinds of opposition this leadership had to overcome. (Materials - see *Progressive Era in America* by Logan and Cohen; also use the Kerner report.)
8. Have the students trace the rise of William Jennings Bryan as a champion of the people, and the political, economic and social tenets.
9. Have students read a "Muckraker" novel (or portion of a "Muckraker" novel) and determine what social, economic, or political reforms it reflected. Also, read the *Chicago Tribune* in 1965 and the Chicago and Cleveland riots in 1966. Determine if the two situations are similar. Discover which accounts for the fact that, in spite of numerous reforms, both seem to face many of the same problems.

STUDENT LEARNING EXPERIENCES

this the development of taxation in the U. S. Try to justify this in terms of our commitment to democracy. Students study the economic equation of exchange, $MV=PT$, to help them understand farm support of an

monetary policy. (A good source is Harry W. Heckman. The Economics of American Living. 2nd

ed McNally & Company. Chicago, 1963. pp. 64-69.)

er, take a student debate on the issue of free coinage of silver, taking the position of the farmer versus

Big Business.

how students use Teddy Roosevelt and Taft as illustrations of how responsible political leaders enforced

is. any legislation which had gone unused in previous periods.

onsider students trace Robert LaFollette's success in making Wisconsin government more responsive to the demands

people, including the Negro citizens.

source or attack the position that conservation of natural resources could not begin until around the turn

of the 20th century.

ership social groups or interests were represented in the leadership of the conservation movement? Illustrate

opposition this leadership had to overcome. (Materials - Pages 255-256 in The American Negro by

Cohen; also use the Kerner report.)

chance students trace the rise of William Jennings Bryan as a champion of the common man. Detail his

l, economic and social tenets.

aker" students read a "Muckraker" novel (or portion of a "Muckraker" novel) in terms of the way in which it

read and needed social, economic, or political reforms. Also, read contemporary accounts of the Watts riots

if and the Chicago and Cleveland riots in 1966. Determine if there is a correlation between the two.

ref which accounts for the fact that, in spite of numerous reform movements, each succeeding generation

face many of the same problems.

CONCEPTS

V. Societies develop laws and sanctions in order to regulate themselves.

1. Informed sub-groups will be the nucleus for reform.
2. The attempt during the process will be to bring it into the government.
3. Most regulatory legislation will be the enterprise.
4. There is usually a law of the land, with imposition of sanctions.
5. The severity of sanctions will be attached to a given area.

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS

ups w laws and sanctions in 1. Informed sub-groups within the society provided much of the stimulus for reform.

ng th 2. The attempt during this period was not to eliminate monopoly, but only to bring it under the control and regulation of the government.

legis 3. Most regulatory legislation grew out of the abuses of private enterprise.

a la 4. There is usually a lag between legislation enacted and the imposition of sanctions to enforce it.

sanct 5. The severity of sanctions depends upon the degree of importance attached to a given act by a society at a given point in time.

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STUDENT LEARNING EXPERIENCES

1. Have students select at least one of the well-known Muckraker works to read. selection and hand in reports based upon the following points:
 - a. To whom was the book intended to appeal, and did it in fact appeal to them up their cause?
 - b. What demands for reform did it make, and why?
 - c. Did it focus on any particular group or kind of activity?
 - d. Can the book be linked to any particular reform movement?On the basis of the reports submitted, have a committee tabulate the results and identify common elements, trends, techniques, etc., of:
Lincoln Steffens. Shame of the Cities.
Ida Tarbell. The History of the Standard Oil Company.
Frank Norris. The Octopus.
Upton Sinclair. The Jungle.
2. Study the movement for Women's Suffrage both as an outgrowth of the general reform movement and as an example of leadership by an informed, determined sub-group.
3. Have all members of the class do research, for background material, on abuses in various industries, and on regulation enacted to correct these abuses. Then, either assign the entire class, or appoint committees to visit the following:
 - a. Oscar Mayer
 - b. Madison Drug Company
 - c. The University of Wisconsin Medical School
 - d. State and city health departmentsHave them report back to the class on present day practices in each of these areas in effect.
4. Student debate. Resolved: "Monopolies are in the public interest." Be sure that the discussion of the movement toward the regulation of monopolies is clearly brought out.
5. Study the Civil Rights Act of 1875. Determine what provisions were made for the enforcement of the act. Trace the evolution of Civil Rights legislation from that time to the present. Note the lag between the legislation enacted and the provisions made to enforce it. (Plessy v. Fergusson, 1896; Sweatt v. Painter, 1950; Brown v. Board of Education, 1954; Civil Rights Act of 1964; and Civil Rights legislation debated and enacted in 1966.) (Materials - Pages 214-216, 249-251, 253-254, 259-260 in The American Negro by Logan and Cohen, pages 129, 135-138, 145-147, 148-152 in The Negro Struggle for Equality in the Twentieth Century by Ames, 141-144, 169-173 in The Negro in American Life by Wade.)
6. Study sanctions imposed on income tax evaders during the period being studied. Note the changes in the laws and the periods. (A study of the numbers of people paying taxes in both periods might be helpful.)
7. Report on the practices used by Southern whites to achieve segregation and discrimination. (Materials - Pages 127-129, 136-138 in The American Negro by Logan and Cohen, pages 145-147, 169-173 in The Negro Struggle for Equality in the Twentieth Century by Ames.)

STUDENT LEARNING EXPERIENCES

ad. select at least one of the well-known Muckraker works to read. Each student would read his
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cause?
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The Octopus.
ir. The Jungle.
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her a rs of the class do research, for background material, on abuses in the meat packing and drug
er appont regulation enacted to correct these abuses. Then, either arrange field trips for the
er Drug Company
ersity of Wisconsin Medical School
i city health departments
ese a rt back to the class on present day practices in each of these areas, and on regulations now
sure . Resolved: "Monopolies are in the public interest." Be sure that the government's position
for t ilation of monopolies is clearly brought out.
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sents, Civil Rights legislation from that time to the present, being always mindful of the
. (P legislation enacted and the provisions made to enforce it. (Pay particular attention to
cations ussen, 1896; Sweatt v. Painter, 1950; Brown v. Board of Education, 1954; the Civil Rights Act
erial Civil Rights legislation debated and enacted in 1966.) (Materials - Pages 115, 138-140, 210,
en, 253-254, 259-260 in The American Negro by Logan and Cohen, pages 35-39, 87, 90-100, 126-
Twent 145-147, 148-152 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages
died 173 in The Negro in American Life by Wade.
sure s imposed on income tax evaders during the period being studied and today. Illustrate how
might have changed and explain what accounts for this change. Be sure to cite examples from both
d dis study of the numbers of people paying taxes in both periods might be useful.)
hen, practices used by Southern whites to achieve segregation and disenfranchisement of Negroes.
ages 127-129, 136-138 in The American Negro by Logan and Cohen, pages 16-22 in The Negro
Quality in the Twentieth Century by Ames.)

120- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

CONCEPTS	UNDERSTANDING
VI. Historical leadership results from the interplay of events and personalities.	<ol style="list-style-type: none">1. Third parties are sometimes formed of strong leaders when these needs the existing structure.2. Social and political reform during dynamic leadership.3. Reform in civil service was initiated by leaders who reacted against the situation.4. To be effective, a political leadership in the minds of the public.5. Even though he has created this institution, it is unsuccessful if he fails to identify with the majority of the people.
II. Political institutions within a society are subject to either evolutionary or revolutionary change.	<ol style="list-style-type: none">1. Third parties can develop because of dissatisfaction with the major parties or in response to a new issue not supported by either of the major parties.2. Political reform on the national, state, and local levels is difficult to achieve because of voter apathy, corruption, and a disinterested public.3. Reform legislation grew out of a desire to limit the power of the wealthy, but were in fact aimed at the middle class.4. Conflict is a necessary element of political life, but it can only be purchased at the expense of the public welfare.5. Reform during this period was conservative in nature.

IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS

results from
ts and person-

1. Third parties are sometimes formed to satisfy the needs or desires of strong leaders when these needs or desires cannot be met within the existing structure.
2. Social and political reform during this period was effected through dynamic leadership.
3. Reform in civil service was initiated by concerned political leaders who reacted against the spoils system and political corruption.
4. To be effective, a political leader must create an image of leadership in the minds of the public.
5. Even though he has created this image, a political leader will be unsuccessful if he fails to identify with the interests of a majority of the people.

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either
utionary

1. Third parties can develop because of factionalism within one of the major parties or in response to minority needs not considered by either of the major parties.
2. Political reform on the national, state, and local level was difficult to achieve because of vested interest groups, patronage, spoils, and a disinterested public.
3. Reform legislation grew out of a demand to correct abuses that not only were possible, but were in fact occurring, under our democratic system of government.
4. Conflict is a necessary element of change. Gain for the majority can only be purchased at the expense of the few.
5. Reform during this period was conservative, rather than radical, in nature.

STUDENT LEARNING EXPERIENCES

1. Have students trace the origins and exploits of the "Bull Moose" party with special emphasis on the role of Roosevelt.
2. Study the leadership roles played by Roosevelt, Taft, and Wilson in obtaining re-election.
3. As students study civil service reform, have them analyze the extent to which the movement quickened the implementation of this reform. They may wish to relate this to the events which followed as a result of the assassination of President Kennedy.
4. Study the "leadership image" of Teddy Roosevelt as it developed in the minds of the public. How this image was created and what factors helped to sustain it. Point out some of the characteristics of leadership which Roosevelt exhibited.
5. Study William J. Bryan's image as a leader. Discuss the characteristics of leadership which he exhibited and discuss why he failed to identify with majority opinion. Students should arrive at a conclusion as to the interrelationship of leadership characteristics and identification of public opinion.
6. Research the policies and statements concerning the status of the Negro in American society from Hayes through Wilson. Develop a time line including many of the important events. (Materials - Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The Negro in American Society by Cohen, pages 35-40 in The Negro Struggle for Equality in the Twentieth Century by Cohen)

 1. Study the Greenback and Populist Parties in terms of the reasons for their formation and the relationship between the Populist Party and Negro interests - Pages 133-136 in The American Negro by Logue.
 2. Analyze the changes taking place in education in the early years of the century. (The education of the "whole child", vocational and technical education, etc.) Determine what changes were so slow in coming and what forces were at work to inhibit change.
 3. Pose this question to your students. "What abuses are possible under a democratic government and what procedures are available to us to correct these abuses?" In applying this question to the period under study, particular attention might be directed at the movement for women's suffrage.
 4. Analyze the labor movement during this period for elements of conflict, both within the movement and between labor and management. Show gains made by labor and explain at whose expense the gains were made.
 5. Have students prepare a panel discussion to compare and contrast the social, political, and economic changes taking place in the United States with other reform movements occurring elsewhere in the world during this period.
 6. Have students define conservative and liberal, reactionary and radical. Discover the differences in these terms and have them apply their definitions to the reform movements which occurred during this period.

STUDENT LEARNING EXPERIENCES

trace the origins and exploits of the "Bull Moose" party with special emphasis on why it was
leadership roles played by Roosevelt, Taft, and Wilson in obtaining regulatory legislation.
study civil service reform, have them analyze the extent to which the assassination of Garfield
implementation of this reform. They may wish to relate this to the legislation considered as
the assassination of President Kennedy.

leadership image" of Teddy Roosevelt as it developed in the minds of the public. Explain how
it is created and what factors helped to sustain it. Point out some of the criteria of leadership
to identify.

J. Bryan's image as a leader. Discuss the characteristics of leadership shown by Bryan and
how he failed to identify with majority opinion. Students should arrive at an understanding of the
leadership characteristics and identification of public wishes.

Policies and statements concerning the status of the Negro in America of each presidential
from Hayes through Wilson. Develop a time line including many of these policies and statements -
Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The American Negro by Logan and
5-40 in The Negro Struggle for Equality in the Twentieth Century by Ames.

back and Populist Parties in terms of the reasons for their formation. (Materials on the
and Negro interests - Pages 133-136 in The American Negro by Logan and Cohen.)

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tion to your students. "What abuses are possible under a democratic form of government,
lures are available to us to correct these abuses?" In applying the discussion to the
study, particular attention might be directed at the movement for women's suffrage.

abor movement during this period for elements of conflict, both violent and non-violent.

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prepare a panel discussion to compare and contrast the social, political and economic reform
in the United States with other reform movements occurring elsewhere in the world during this

define conservative and liberal, reactionary and radical. Discover if these definitions
and have them apply their definitions to the reform which occurred at this time.

CONCEPTS	UNDERSTANDING
VIII. Societies must devise means of distributing political power.	<ol style="list-style-type: none">1. Political parties consist of people who agree either because they think about the same things or because they want to achieve the same goals. "Thinking" is conditioned by social factors.2. Both the "in" and "out" parties are important.3. Under our two-party system, the party that wins the election results in control of the government and the party that loses is the opposition.4. The initiative, referendum, and recall give people at the local level opportunity to influence elected officials.

3 IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERS

UNDERSTANDINGS

1. Political parties consist of people united in an organization either because they think alike, or believe they do, on political matters, or to achieve common goals. Frequently, the "thinking" is conditioned.
2. Both the "in" and "out" parties play significant political roles.
3. Under our two-party system, a serious division of the majority party results in control of the government going over to the opposition.
4. The initiative, referendum, and recall were attempts to assure people at the local level of some measure of control over elected officials.

STUDENT LEARNING EXPERIENCES

1. Have students study the "Issues" presented by the major parties during the election to determine which of the issues presented were the result of conditioned thinking. An example of this is the issue of civil rights. Compare this to his party, as presented by John Kennedy in the first chapter of his Profiles in Courage. Comment on the degree to which this represents conditioned thinking.
2. Study the organization of a political party in detail in order to determine its operation.
3. Have students study the methods of operation of both "in" and "out" parties to determine the strengths and weaknesses of each and what techniques each uses to either maintain or regain power. Apply this to the election of 1912.
4. Study the election of 1912 to see how the split within the Republican Party led to the formation of the "Bull Moose" Party and the election of the Democrat Wilson.
5. Have students analyze the rationale behind the enactment into law of the initial legislation of the Progressive Party. Discover to what purposes men such as LaFollette intended this legislation to be used. Comment on reasons for its failure. Comment on reasons for its success. Comment on reasons for its failure in fact, the legislation produced the desired effect. Comment on reasons for its failure.
6. Have students compare and contrast political parties and vested interest groups. Comment on the similarities and differences. Look at the concepts of "policy" and "power" in relation to these two institutions.
7. Study the question of party discipline and determine if students feel that a high degree of party discipline is desirable. (Compare political parties in the U. S. and Great Britain.)
8. An election could be re-enacted to show structure of a political party and how it functions. (1892, 1896, and 1912 are good years to use as the problem of the class into parties; do research and any other desirable work on party structure.)

STUDENT LEARNING EXPERIENCES

ents study the "Issues" presented by the major parties during the elections of this period to determine what the issues presented were the result of conditioned thinking. Analyze the politician's allegiance to a party, as presented by John Kennedy in the first chapter of his Profiles in Courage, in terms of the manner in which this represents conditioned thinking.

organization of a political party in detail in order to determine its unique features and modes of

ents study the methods of operation of both "in" and "out" parties to determine the primary function of each party. Apply specifically to this period. Analyze what techniques each uses to either maintain or regain power. Apply specifically to this period. Examine the election of 1912 to see how the split within the Republican Party led to both the formation of the Progressive Party and the election of the Democrat Wilson.

ents analyze the rationale behind the enactment into law of the initiative, referendum, and recall. Examine what purposes men such as LaFollette intended this legislation to be applied, and whether or not, in the long run, the legislation produced the desired effect. Comment on reasons for its failure or success.

ents compare and contrast political parties and vested interest groups. Specifically, have them

analyze the concepts of "policy" and "power" in relation to these two institutions.

question of party discipline and determine if students feel that a highly disciplined party is desirable. (Compare political parties in the U. S. and Great Britain in this regard.)

and how political parties are re-organized. (1892, 1896, and 1912 are good years to use as the problem of third parties arises) Divide

the class into parties; do research and any other desirable work on party structure; then proceed.

124- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

LANGUAGE ARTS CORRELATION

Approach

This political unit in history can be correlated with English by a unit on parliamentary procedure: discussing plans and problems.

Sources

1. Texts

Blumenthal and others, The English Language 9, Chapter 4
Stegner and others, Modern Composition 9, Chapter 13

2. Record

Election Songs of U.S., Educational Record Sales

Student Activities

1. Organize the class into political parties. Using the election of 1896, prepare party platforms, campaign speeches, news stories, party publicity posters. After presenting this material, hold a mock election.
2. Using Robert's Rules of Order, discuss several political issues from this period in history such as: monetary policy, railroad regulations, pure food and drug legislation, corruption in government, and labor organization.
3. Have students analyze the elections of 1916 and 1964 to determine the crucial issues and to compare and contrast them.

IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

ETS CORRELATION

SKILLS TO BE DEVELOPED

History can be correlated with English
procedure: discussing plans and

1. The process by which people conduct business is called parliamentary procedure.
2. Promote order and efficiency to allow for the rule of the majority and protect the rights of the minority.
3. Rules of speech etiquette.

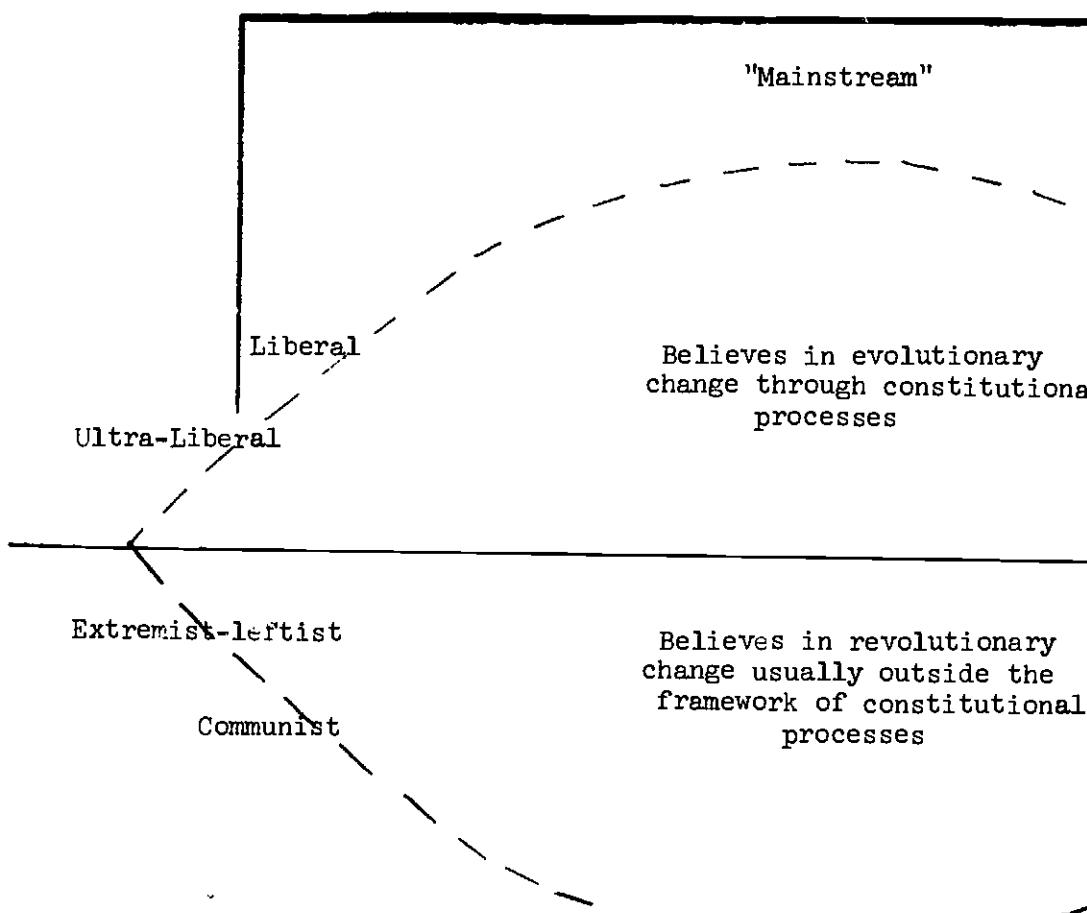
Others, The English Language 9, Chapter 4
Modern Composition 9, Chapter 13

U.S., Educational Record Sales

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in government, and labor organization.
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al issues and to compare and contrast

UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920
DEPTH OPPORTUNITIES

With political divisions arising in the late nineteenth century within and without the two major parties, and protest being expressed through third parties, this is an appropriate time to introduce such concepts as political right and left and to develop the continuum expressing these concepts.

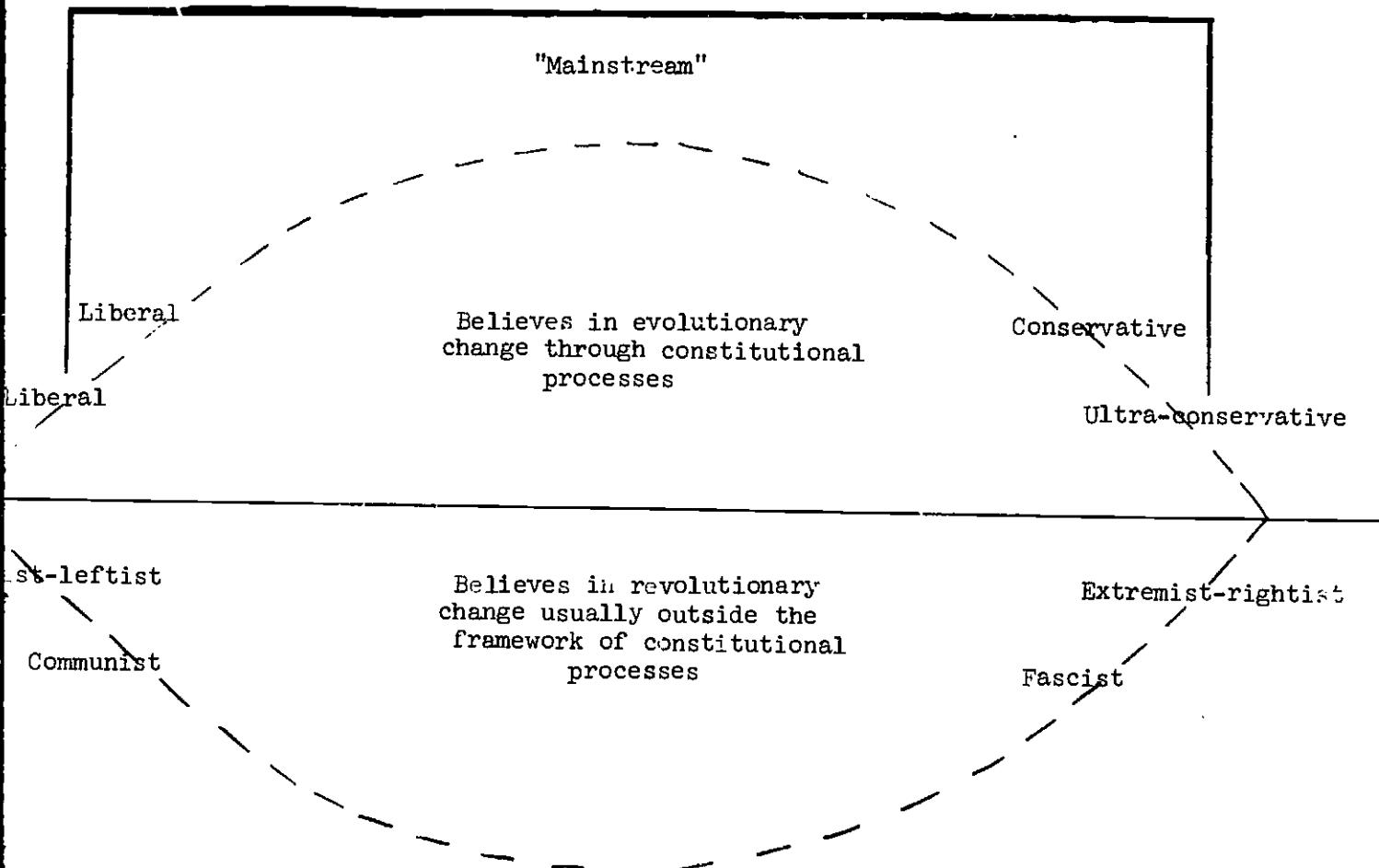


CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

-125

TIES

ical divisions arising in the late nineteenth century within and between the two major parties, expressed through third parties, this is an appropriate time for the students to investigate political right and left and to develop the continuum expressing political points-of-view.



126- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920
DEPTH OPPORTUNITIES (continued)

Each student should define the "pool" and the "trust" and compare the

1. Reasons for their creations.
2. Objections to their use.
3. Methods used by government, state and federal, for their control.
4. Effectiveness of control measures.

Assign one of the following to each class member:

1. Take the position of an editor in the election of 1896. In the idea of free coinage of silver at the ratio of sixteen to one.
2. A person who is talented in the speech arts should paraphrase Bryan's "Cross of Gold" speech. Then the students, in a class discussion, should consider the ability to influence their vote for or against free silver.
3. Assign individual reports on the following:
Oliver H. Kelly and the Grangers
James B. Weaver and the Populist
William Jennings Bryan and the Democrats
4. Take the position of a Southern Negro farmer, a Southern politician, and explain in each case how they reacted to the Populist in their common cause.

Each student should develop the essential characteristics of one of the Presidents mentioned above. For example, Theodore Roosevelt and "The New Nationalism", William Howard Taft and "The Mantle of Leadership", Woodrow Wilson and "The New Freedom". In a short paper he should consider the following:

1. Influence encouraging or restricting change.
2. Presidential leadership and special legislation in the areas of:
 - a. business regulation
 - b. rights of labor
 - c. farm problems
 - d. conservation
 - e. immigration
 - f. tariff
3. Areas of American life which were largely ignored in this period and which were prepared with problems being agitated today.

To provide greater variety and depth experience for the students, it may be utilized. These may be used merely for individual enrichment or they may be used for group discussion.

Pertinent readings are:

1. Starr, Todd, Curti, Living American Documents.
2. Commanger and Nevins, The Heritage of America.
3. Angle, American Reader.

GOVERNMENT AND POLITICAL LIFE, 1877-1920

(inued)

are the define the "pool" and the "trust" and compare them with reference to:
their creations.

to their use.

air controlled by government, state and federal, for their control.
cess of control measures.

llowing to each class member:

. In position of an editor in the election of 1896. In an editorial, attack or support
teen free coinage of silver at the ratio of sixteen to one.
aphrase : talented in the speech arts should paraphrase William Jennings Bryan's "Cross of
n, sho n. Then the students, in a ciass discussion, should analyze the speech in terms of its
influence their vote for or against free silver.

vidual reports on the following:

ally and the Grangers

aver and the Populist

Jennings Bryan and the Democrats

osition of a Southern Negro farmer, a Southern political leader, a poor Southern white,
in each case how they reacted to the Populist invitation to the Negro to join them in
use.

develop the essential characteristics of one of these administrations: Theodore
ntionalism", William Howard Taft and "The Mantle of Succession", Woodrow Wilson and
short paper he should consider the following:

encouraging or restricting change.

areas of leadership and special legislation in the areas of:

is regulation

of labor

oblems

ation

ation

his period American life which were largely ignored in this period of social protest should be com-
problems being agitated today.

, it variety and depth experience for the students, it is suggested that primary sources
they may be used merely for individual enrichment or they may be shared with the class.

re:

. Curti, Living American Documents.

and Nevins, The Heritage of America.

ican Reader.

The following activities, which may be used as individual or group projects, a critical analysis, summarizing ability, and research techniques.

1. Indicate what action the Federal Reserve Bank system can take which is extremes of inflation and deflation. Relate these to financial problems.
2. Explain the nature of the money supply in use in the United States.
3. Examine the Federal Reserve System with special reference to the following:
 - a. monetary policy
 - b. a flexible money supply
 - c. credit policy

In order to help the student to sense the revolutionary impact of new methods and labor, have the student complete the following outline:

- I. Changes in industry
 - A. New inventions
 - B. New industries
 - C. New methods of production
- II. Changes in agriculture
 - A. Increase in markets
 - B. Mechanization
 - C. Influence of science
 - D. Federal Aid
 - E. Farm life
- III. Effects on labor
 - A. State legislation
 - B. Attitude of courts
 - C. Federal legislation

INSTRUCTIONAL MATERIALS

1. Supplementary Reading

Acheson, Patricia C., The Supreme Court: America's Judicial Heritage
Black, Charles L., Jr., The People and the Courts: Judicial Review in a Democracy
Kennedy, John F., Profiles in Courage
Rossiter, Clinton, Parties and Politics in America
Rossiter, Clinton, Conservatism in America
Lipset, Seymour, Political Man: The Social Bases of Politics
Hinderaker, Ivan, Party Politics
Burns, James M., The Deadlock of Democracy: Four Party Politics in America
David, Paul T., Goldman, Ralph, Blain, Richard, The Politics of National Party Conventions
Allen, Frederick L., The Great Pierpont Morgan
Allen, Frederick L., The Lords of Creation
Buck, Selon J., The Agrarian Crusade
Faulkner, H. and Starr, Mark, Labor in America
Hays, Samuel P., The Response to Industrialism
Holbrook, Stewart H., The Age of the Moguls
Howard, Robert W., This is the West
Leech, Margaret, In the Days of McKinley
Lynch, Denis T., The Wild Seventies
Nevins, Allan, The Emergence of Modern America, 1865-1878
Schlesinger, Arthur H., The Rise of the City, 1878-1898
Gras, Norman and Larson, Henrietta, Casebook in American Business History
Hacker, Louis, The Shaping of American Tradition
Heffner, Richard D., A Documentary History of the U.S.
Hotstader, Richard, The Age of Reform: From Bryan to F.D.R.
Holbrook, Stewart, Dreamers of the American Dream
Morris, Richard B., Encyclopedia of American History
Commager, H.S., Document of American History
Cronen, Johnson, & Dunn, A Documentary History of the American People

Faulkner, H.U., Quest
Swisher, C.B., America
Angle, Paul M., The Am
Binkley, W.E., America
Natural History
Commager, H.S., and Ne
America
Davidson, Marshall B.,
Ewing, C., Presidential
Franklin D. Roose
Faulkner, Harold U., An
Allen, Frederick L., Si
Allen, Frederick L., Th
Andrews, Wayne, The Aut
Burns, MacGregor J., Ro
Catton, Bruce, U.S. Gra
Tradition
Cronston, Ruth, Woodrow
Dodd, William E., Woodr
Hagedorn, Hermann, The
Hatch, Alden, Edith Bol
Hatch, Alden, Woodrow W
Johnson, Gerald W., Wood
Josephson, Matthew, The
Link, Arthur S., Woodro
McAddo, Eleanor, The Wo
Norman, Charles, John M
Putnam, Carleton, Theod
Rils, Jacob A., Theodor
Steinberg, Alfred, Wood
Thomas, Henry, Ulysses
White, Dale, Gifford Pi
White, William S., The
Gosnell, H.F., Boss Pla
Study of the Polit
Flatt, Theodore Ro
Orth, Samuel P., The Bo
Bradford, Gamaliel, Ame
Eggleston, Edward, The

INSTRUCTIONAL MATERIALS

Faulkner, H.U., Quest for Social Justice
Swisher, C.B., American Constitutional Development
Angle, Paul M., The American Reader
Binkley, W.E., American Political Parties: Their Natural History
Commager, H.S., and Nevins, Allan, The Heritage of America
Davidson, Marshall B., Life in America
Ewing, C., Presidential Elections: From Lincoln to Franklin D. Roosevelt
Faulkner, Harold U., American Economic History
Allen, Frederick L., Since Yesterday
Allen, Frederick L., The Big Change: 1900-1950
Andrews, Wayne, The Autobiography of Theodore Roosevelt
Burns, MacGregor J., Roosevelt: The Lion and the Fox
Catton, Bruce, U.S. Grant and the American Military Tradition
Cronston, Ruth, Woodrow Wilson
Dodd, William E., Woodrow Wilson and His Work
Hagedorn, Hermann, The Roosevelt Family of Sagamore Hill
Hatch, Alden, Edith Bolling Wilson
Hatch, Alden, Woodrow Wilson
Johnson, Gerald W., Woodrow Wilson
Josephson, Matthew, The Politicos, 1865-1896
Link, Arthur S., Woodrow Wilson and the Progressive Era
McAddo, Eleanor, The Woodrow Wilsons
Norman, Charles, John Muir
Putnam, Carleton, Theodore Roosevelt, Vol. I
Rils, Jacob A., Theodore Roosevelt
Steinberg, Alfred, Woodrow Wilson
Thomas, Henry, Ulysses S. Grant
White, Dale, Gifford Pinchot
White, William S., The Taft Story
Gosnell, H.F., Boss Platt and His New York Machine: A Study of the Political Leadership of Thomas C. Platt, Theodore Roosevelt, and Others
Orth, Samuel P., The Boss and the Machine
Bradford, Gamaliel, American Portraits, 1875-1900
Eggleston, Edward, The Hoosier Schoolmaster

INSTRUCTIONAL MATERIALS

Lynch, Denis T., Boss Tweed: The Story of a Grim Generation
Nevins, Allan, Grover Cleveland: A Study in Courage
Norris, Frank, The Octopus
Norris, Frank, The Pit: A Story of Chicago
Twain, Mark, and Warner, C. D., The Gilded Age
G.P.O., Congressional Record
Hofstadter, Richard, Great Issues in American History
Smearingen, Rodger, Readings on Communism
United States Bureau of the Census, Historical Statistics of the U. S., Colonial Times to 1957
G.P.O., U. S. Bureau of the Census, Statistical Abstract of the United States
Woll, Peter, American Government: Readings and Cases
Anderson, William, Government in the Fifty States.
Frost, Richard T., Cases in State and Local Government

2. Films

Our Living Constitution (Coronet)
Political Parties (Coronet)
Theodore Roosevelt-American (4444, 2.25 - 26 min.) B.A.V.I.

3. Filmstrips

Theodore Roosevelt (Eye Gate) color
Theodore Roosevelt (Jam Handy) color
The Story of Theodore Roosevelt (SVE) color

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT III

(All of these references may not be available in any one school library. It is suggested that the school librarian be requested to develop a bibliography of materials available which are appropriate to the unit.

REFERENCES

Bowen, David, The Struggle Within. New York: Norton, 1965. Note effect of government and politics on the life of the Negro.

Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 45-65 note the effects of government and politics on the life of the Negro. Pages 414-430 on the Negro in politics, 458-483 on protest movements, pages 484-521 on legal status of the Negro.

Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 214-215 end of Reconstruction, 230-231 battle over ballots, 238-239 a precedent is set.

Meltzer, Milton, Milestones to American Liberty. New York: Crowell, 1965. Pages 159-163 Platform of Populist Party, 170-175 T. Roosevelt's first annual message, 176-179 Wilson's first Inaugural Address.

Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapters on Col. Charles Young and Frederick Douglass.

Sterling, Dorothy, and Quarles, B., Lift Every Voice. Garden City, N. Y: Doubleday, 1965. Note effect of government and politics on the life of the Negro.

International Book Co., Historical Biographical Sketches. New York: Books, Inc., 1967. Biographies on John M. Langston, Frederick Douglass, Charles Young, Richard Greener, James W. Johnson, George W. Williams, James M. Turner, John H. Smythe, William F. Powell, Christopher Payne, John B. Rayner.

EVALUATION FOR UNIT III
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

Robert M. LaFollette was a progressive from (a) Illinois, (b) Nebraska, (c) California, (d) Wisconsin

The first serious attempt by the government to control big business was (a) Sherman Anti-Trust Act, (b) Clayton Anti-Trust Act, (c) Interstate Commerce Act, (d) Bland-Allison Act

The president whose administration was marked by corruption was (a) Cleveland, (b) Grant, (c) Lincoln, (d) Garfield

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The progressive reform which most aided the city-dweller was (a) railroad reform, (b) direct election of senators, (c) Commission Plan, (d) conservation

The legislation which most directly benefited the farmer was (a) Bland-Allison Act, (b) Sherman Silver Purchase Act, (c) Interstate Commerce Act, (d) Sherman Anti-Trust Act

Of the following which is the best example of governmental corruption before 1880: (a) Spoils System, (b) Tenure of Office Act, (c) Whiskey Ring, (d) direct election of senators

EVALUATION FOR UNIT III
(Sample Questions)

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The progressive reform which most aided the city-dweller was (a) railroad reform, (b) direct election of senators, (c) Commission Plan, (d) conservation

The legislation which most directly benefited the farmer was (a) Bland-Allison Act, (b) Sherman Silver Purchase Act, (c) Interstate Commerce Act, (d) Sherman Anti-Trust Act

Of the following which is the best example of governmental corruption before 1880: (a) Spoils System, (b) Tenure of Office Act, (c) Whiskey Ring, (d) direct election of senators

LEVEL III

Usually explains, justifies, interprets, or predicts (theory...abstract)

Considering the total progressive movement, were the reforms in the political, social, or economic fields the most complete and significant? Include as many specific examples as you can to support your choice.

In the Sherman Anti-Trust Act, which was for the regulation of business, the phrase "combination in restraint of trade" is a key phrase. Explain how this key phrase actually worked for the benefit of business.

Proof that political office can be used for economic gain is best shown by (a) Tenure of Office Act, (b) Interstate Commerce Act, (c) Whiskey Ring, (d) direct election of senators. Write a paragraph to defend your choice.

UNIT IV
AMERICAN FOREIGN RELATIONS,
1865-1920

134- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

OVERVIEW

The years between 1865 and 1920 marked America's rise to world leadership. The basis for a new role, but the Spanish-American War and the resulting events were the events which thrust America into a position of international conflict, the U.S. was committed to a greater role. America came out of the war having not committed herself to a position of world leadership.

COMMENTARY TO THE TEACHER

This diplomatic history unit is constructed around four concepts. All four concepts were designed to focus the student's attention on the interdependence of the four concepts in making foreign policy, the emotional factor in decision making, and the teacher's role in the learning process.

Although the learning situations and understandings do independently exist, they must be related to each other. The task of interrelationship is left to the teacher. The four concepts include an equal number of inductive and deductive approaches, and many teaching techniques. For instance, in the section on the shrinking of the world, the teacher asks the student to use specific facts to arrive at a generalization. In the section on the development of foreign policy, the teacher asks the student to use observations to arrive at a generalization. In the section on the emotional factor in decision making, the teacher asks the student to make inferences from a situation in this section. In the section on the teacher's role in the learning process, the teacher asks the student to develop each situation to an understanding and relate it at the end, or directly to the inferential stage, relating the concepts to each other.

When studying the situations in the concept dealing with emotionalism, the teacher should encourage the student to chastise the U.S. for decisions based on emotionalism. A positive attitude indicates that the emotionalism should be considered not as an isolating factor, but as a factor that can be controlled. The teacher should develop a greater respect for rational decision making.

FOREIGN RELATIONS, 1865-1920

1865 and 1920 marked America's rise to world leadership. Its economic growth provided a role, but the Spanish-American War and the resultant acquisition of an overseas empire thrust America into a position of international power. With the entry into a world war, America was committed to a greater role. America came out of the war as the greatest power, yet committed herself to a position of world leadership.

TEACHER

A story unit is constructed around four concepts. All of the situations and understandings focus the student's attention on the interdependence of world regions, the power structure policy, the emotional factor in decision making, and the complexity of historical events.

Learning situations and understandings do independently focus on the concepts, no attempt has been made to interrelate them. The task of interrelationship is left to the teacher. Since the learning situations are equally divided between inductive and deductive approaches, there is enough flexibility to allow for a variety of techniques. For instance, in the section on the shrinking world or interdependent world, two situations ask the student to use specific facts to arrive at a generalization, while other situations ask the student to use observations to arrive discriminately at the generalization. Still another section asks the student to make inferences from a generalization. Thus, the teacher may lead the student to an understanding and relate at the end, or he may develop each situation to an inferential stage, relating the concepts as he proceeds.

In situations in the concept dealing with emotional reasoning, the student may be tempted to make decisions based on emotionalism. A positive approach is suggested where the teacher should emphasize that emotionalism should be considered not as an isolated event but as part of the times. The teacher should develop a greater respect for rational decision making.

UNIT OUTLINE

AMERICAN FOREIGN RELATIONS, 1865-1920

I. Overseas Economic Expansion

- A. Pacific
- B. Far East
- C. Caribbean

II. Imperialistic Beginnings

- A. The New Manifest Destiny
- B. Spanish-American War

III. United States as a World Power

- A. Imperialism
- B. World War Neutrality
- C. World War I
- D. Wilson and the League of Nations

136- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

CONCEPTS	UNDERSTANDINGS
I. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.	1. The rapid industrial expansion of the U.S. opened up new foreign markets. 2. Foreign markets led to a greater realization of the need for a more diversified economy. 3. American expansion in the Pacific prior to 1900 was the result of commercial enterprises and the search for new materials. 4. Americans saw investment opportunity and took advantage of it in Latin America.

UNDERSTANDINGS

U.S. industrial expansion of the U.S. caused a demand for foreign markets.

Industrialization markets led to a greater realization of interdependence.

or to expansion in the Pacific prior to 1898 was mostly a re-commercial enterprises and the search for new sources of sea materials.

and this saw investment opportunity and trade expansion in America.

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STUDENT LEARNING EXPERIENCES

1. Using statistical tables of the U.S. export-import trade balances, explain the changes in the 1870's from a prior excess of imports to an excess of exports for all but one year.
2. From James Michener's novel Hawaii, report on American settlement in Hawaii.
3. Report on the Pan American Union: its reasons for beginning, its development, and its influence on the Americas.
4. Find examples of territorial expansion to support Albert J. Beveridge's statement that "We have...are making more than the American people can use. . . the trade of the world must be ours."
5. Determine what domestic economic conditions influenced the demand for world markets.
6. Label on a world map the Pacific islands used as naval coaling stations, and the ports visited by Roosevelt's "Great White Fleet."
7. Research Captain A.T. Mahan's theory concerning naval and world power from his book The Influence of Sea Power on History.
8. Using statistical tables, determine the percentage of increase of exports from 1870 to 1900. Explain why American businessmen continued to utilize foreign markets in spite of subversive political influences.
9. Illustrate how the Algeciras Conference departed from the Monroe Doctrine and Taft's policy. Discover how Taft carried out this policy and in what way Wilson agreed.

STUDENT LEARNING EXPERIENCES

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e and
al tables of the U.S. export-import trade balances, explain the reasons for the change after
a prior excess of imports to an excess of exports for all but 3 years (1888, 1889, 1893) since.
Gilder's novel Hawaii, report on American settlement in Hawaii.

an American Union: its reasons for beginning, its development, and its function.
territorial expansion to support Albert J. Beveridge's statement in 1897, "American factories
than the American people can use. . . the trade of the world must and shall be ours."
domestic economic conditions influenced the demand for world markets in the 1890's.
map the Pacific islands used as naval coaling stations, and trace the round-the-world cruise
"Great White Fleet."

from A.T. Mahan's theory concerning naval and world power from his book The Influence of Sea

al tables, determine the percentage of increase of exports from 1910 to 1918 to relate them to
businessmen continued to utilize foreign markets in spite of submarine warfare. Discover what
were being exported.

the Algeciras Conference departed from the Monroe Doctrine and how T. Roosevelt justified this.
It carried out this policy and in what way Wilson agreed.

138- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

CONCEPTS	UNDERSTANDINGS
II. Societies must devise means of distributing political power.	<ol style="list-style-type: none">1. The status of overseas possessions has resolved; some areas have gained state independent or semi-independent.2. Congress was granted authority to over sessions.3. In the Senate a strongly entrenched minority's legislative program.4. While the constitution gives the Executive over foreign affairs, at times the Legislature can exert predominant influence.5. The League of Nations was an effort to solution to international problems.

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UNDERSTANDINGS

us has never been completely
statehood; some areas have gained statehood while others are
dependent or semi-independent.

over was granted authority to oversee the governing of pos-
s.

Senate a strongly entrenched minority can defy a major-
legislative program.

Executive the constitution gives the Executive branch the power
foreign affairs, at times the Legislative branch or the
Legislature can exert predominant influence.

rt to League of Nations was an effort towards an idealistic
s. to international problems.

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STUDENT LEARNING EXPERIENCES

1. Compare and contrast the position of Aguinaldo, the Philippine rebel leader, and leader, in their conflict with national authority.
2. Explain the constitutional provisions for authority over foreign policy and government.
3. Evaluate the statement that "statesmanship is the science of alternatives, and to choose not between the good and the bad but between the bad and the less bad." Statement in the foreign relations of Cleveland, McKinley, and Roosevelt.
4. Compare the U. S. policy toward (1) the Philippines (2) Hawaii (3) Alaska and (4) these possessions did not progress to independence together or why they did not.
5. Stage a Senate debate on America's entry into the League of Nations. As a committee, determine the power structure of the Senate to determine how a minority can thwart a majority.
6. In the light of American foreign policy from 1877-1920, assign a panel discussion on "military preparedness is the surest way to peace."
7. Define "Big Stick Policy" and "Dollar Diplomacy". In what way is the source of these policies with regard to (1) our democratic ideals and (2) their effectiveness.
8. Explain imperialism and world power. Determine how the results of the Spanish-American War in these two respects. Decide if a nation can be both a world power and a neutral.
9. Analyze President Cleveland's position on Hawaii and Venezuela by (1) collecting evidence and (2) categorizing the action according to anti-imperialism, neutrality or imperialism in an essay.
10. Determine what the recognition of foreign nations consists of. Select historical examples where recognition or nonrecognition was exercised by the U. S. and determine the purpose, outcome, and who had the power to control the situation. (e.g., Mexico)
11. Report of T. Roosevelt's actions in Panama and determine why other presidents have done the same way.
12. Report on negotiations after World War I and analyze the position of the U. S. and other countries. Determine Wilson's goals and his reasons for compromise.
13. Study the League of Nations and the United Nations and compare them as (1) peacekeeping organizations and (2) power structures.

STUDENT LEARNING EXPERIENCES

of Aguinaldo, the Philippine rebel leader, and Sitting Bull, the Indian national authority.

ons for authority over foreign policy and governing possessions.

smanship is the science of alternatives, and that statesmen too often have "the bad but between the bad and the less bad." Find applications of this of Cleveland, McKinley, and Roosevelt.

) the Philippines (2) Hawaii (3) Alaska and (4) Puerto Rico. Determine why to independence together or why they did not all become states. entry into the League of Nations. As a corollary activity, analyze the determine how a minority can thwart a majority's legislative program. policy from 1877-1920, assign a panel discussion of the statement that st way to peace."

lar Diplomacy". In what way is the source of power different? Evaluate our democratic ideals and (2) their effectiveness.

r. Determine how the results of the Spanish-American War affected America a nation can be both a world power and a neutral.

tion on Hawaii and Venezuela by (1) collecting facts on the situations ing to anti-imperialism, neutrality or imperialism (3) supporting the choice

foreign nations consists of. Select historical situations where exercised by the U. S. and determine the purpose of our action, the control the situation. (e.g., Mexico)

in Panama and determine why other presidents have not exercised power in

War I and analyze the position of the U. S. in the negotiations to reasons for compromise.

United Nations and compare them as (1) peace-keeping organizations and

UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

CONCEPTS	UNDERSTANDINGS
III. What people believe to be true is frequently more important than existing reality in determining their behavior.	<ol style="list-style-type: none"> 1. Newspaper sensationalism focused A and stirred a war fever against Sp 2. Some American expansionism was a r obligation to lead and tutor less- 3. In the campaign for patriotic supp intolerance became an unfortunate 4. A contributing factor to America's an emotional and idealistic decisio for democracy." 5. American Negroes believed they wou the American life and were willing Spanish-American War and World War

3

UNDERSTANDINGS

used A sensationalism focused America's attention on Cuba
st Sp ed a war fever against Spain.

as a r ican expansionism was a reflection of a belief in an
less- n to lead and tutor less-developed areas.

supp mpaign for patriotic support during World War I,
nate ce became an unfortunate by-product.

rica's uring factor to America's entry into World War I was
ecisi onal and idealistic decision "to make the world safe
racy."

y wou Negroes believed they would share in the promises of
lling can life and were willing to fight and die in the
d War American War and World War I.

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STUDENT LEARNING EXPERIENCES

1. Compare the incident concerning the sinking of the U.S.S. Maine with the se members of an American vessel in the Cuban Civil War of 1868-78. From these opinion was enraged by one and not the other.
2. Report on the journalistic careers of William Randolph Hearst and Joseph Pulitzer. Increased newspaper circulation by the means they utilized.
3. Study political cartoons in newspapers and texts to determine how the cartoonists used them.
4. Determine the attitudes and beliefs of an American expansionist who would say "If you can't beat 'em, join 'em; you dare not do less."
5. Deduce from William H. Taft's comment "little brown brothers" what his attitudes were.
6. Investigate American attitudes toward Orientals from the Burlingame Treaty of 1868, the Chinese Exclusion Act of 1882, and the Gentlemen's Agreement of 1907. Attempt to see the bases for the attitudes.
7. Determine how propaganda aimed at developing patriotism can lead to intolerance.
8. Analyze World War I patriotic American slogans and music to determine the nature of the attitudes.
9. From an investigation of British and German propaganda efforts in America find their respective effects on America's entry into war.
10. Read and evaluate Wilson's speech about making the world safe for democracy as Allied troops occupying certain parts of Russia at the end of World War I.
11. Conduct research on the treatment of German-Americans in World War I, and re-examine the attitudes.
12. Compare Stephen Crane's collection of short stories on the Spanish-American War Splendid Little War by Frank Friedel and Roosevelt's book The Rough Riders.
13. For enrichment, have students select from:

Erich Remarque
John Dos Passos
Ford Madox Ford

All Quiet on the Western Front
Three Soldiers
Some Do Not
No More Parades
A Man Could Stand Up

14. to report on World War I and participate in a panel discussing the novels in "making the world safe for democracy" and a "war to end wars".
14. Report on American Negro participation in the Spanish-American War and World War I (150-151, 162, 167-169 in The American Negro by Logan and Cohen.)

STUDENT LEARNING EXPERIENCES

the se
n these
erning the sinking of the U.S.S. Maine with the seizure and execution of 53 crew
essel in the Cuban Civil War of 1868-78. From these activities determine why public
one and not the other.

ph Pu
public careers of William Randolph Hearst and Joseph Pulitzer. Evaluate their end of
population by the means they utilized.

carto
uld s
in newspapers and texts to determine how the cartoonist tries to affect the reader.
nd beliefs of an American expansionist who would say "Take up the white man's
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left's comment "little brown brothers" what his attitudes and beliefs toward Filipinos

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tudes toward Orientals from the Burlingame Treaty of 1868, through the Chinese
the Gentlemen's Agreement of 1907. Attempt to separate emotional and rational

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aimed at developing patriotism can lead to intolerance and hysteria.

otic American slogans and music to determine the nature of the appeal.

British and German propaganda efforts in America from 1914 to 1917, determine
on America's entry into war.

cracy
War
and re
s speech about making the world safe for democracy in the light of such incidents
g certain parts of Russia at the end of World War I.

treatment of German-Americans in World War I, and report on cases of emotional
judgement.

rican
ders.
collection of short stories on the Spanish-American War in Wounds in the Rain with
ank Friedel and Roosevelt's book The Rough Riders.
ents select from:

All Quiet on the Western Front

Three Soldiers

Some Do Not

No More Parades

A Man Could Stand Up

ls in
and participate in a panel discussing the novels in the light of Wilson's comment
"war to end wars".

World
participation in the Spanish-American War and World War I. (Materials - Pages
The American Negro by Logan and Cohen.)

142- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

CONCEPTS	UNDERSTANDINGS
IV. The causes of history are always multiple and complex.	<ol style="list-style-type: none">1. Evolutionary theories supported over2. America's foreign affairs from the cl the 1890's tended to be of less impor3. The Open Door Policy was designed to would allow the U.S. to expand in the4. America's neutral position was threat early stages of World War I.

NGS

UNDERSTANDINGS

overs ionary theories supported overseas expansion.

he cl a's foreign affairs from the close of the Civil War to
impor 90's tended to be of less importance than domestic affairs.

d to en Door Policy was designed to establish conditions which
n the allow the U.S. to expand in the Far East.

hreat a's neutral position was threatened by both sides in the
stages of World War I.

206A

STUDENT LEARNING EXPERIENCES

1. Examine the basis and interrelationship of the causes of the imperialism of economics, defense, manifest destiny, evolutionary theories applied to society.
2. Present the pros and cons of Alaskan and Hawaiian acquisition. Analyze the elements in each case.
3. Study the major issues in presidential elections from 1868-1916. Decide on issues in each election and summarize the value of domestic and foreign issues.
4. Examine the Open Door Policy and the territorial integrity policy toward China. Examine the objectives of each policy and the amount of W. S. support. Determine how much support there was.
5. Just before the Civil War, a German philosopher said that in the future one of the following was conceivable: (1) Asia and Europe against N. America, (2) N. America and Asia, (3) Europe and America against Asia. Discuss these three combinations in the 1920s, and the present.
6. Study the competing alliances in Europe in 1914 to evaluate the wisdom of the policy. Determine how Sweden and Switzerland have been able to maintain neutrality.
7. Compare Wilson's statement "There is such a thing as a man being too proud of his country to care right that it does not need to convince others by force that it is right," to war.

STUDENT LEARNING EXPERIENCES

ism o relationship of the causes of the imperialism of the 1890's using such things as
o soc destiny, evolutionary theories applied to society, sea power.
ze th Alaskan and Hawaiian acquisition. Analyze the position of liberal and conserva-

ide o sidential elections from 1868-1916. Decide on the order of importance of the
gn is ummarize the value of domestic and foreign issues.
ard C and the territorial integrity policy toward China in 1900. Establish the
how m the amount of W. S. support. Determine how much protection China obtained.
e if r in light of these policies to determine if American objectives were implemented.
re on German philosopher said that in the future only three political combinations are
and As Europe against N. America, (2) N. America and Asia against Europe, and (3) N.
the a. Discuss these three combinations in the light of conditions in 1870, 1900,

in Europe in 1914 to evaluate the wisdom of America's position of neutrality.
erland have been able to maintain neutrality.
proud There is such a thing as a man being too proud to fight and a nation being so
ght," convince others by force that it is right," and the fact that the U.S. did go

144- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

LANGUAGE ARTS CORRELATION	SKILL
<u>Approach</u> In this unit on foreign relations a good correlation would be a semantic approach to language as used in our foreign dealings.	1. Critical 2. Understanding 3. Detection 4. Writing 5. Recognition 6. Composition 7. Use of dictionaries
<u>Sources</u> 1. Blumenthal and others, <u>The English Language</u> 9, Chapter 10.	
<u>Student Activities</u> 1. Students prepare a newspaper for the period of either the Spanish-American War or World War I. 2. Give students opportunities to slant news by justifying or criticizing American participation in wars of the era from 1865-1920. 3. Using current newspapers, analyze the slanting of news regarding our Viet Nam effort. 4. Students write editorials, justifying or criticizing our war effort in 1898, 1917, 1964. 5. Evaluate political speeches of this period for connotative and denotative meanings. 6. Read a list of words to which students listen and indicate reactions by category: good, neutral, bad. Use such terms as: Hun, pro-German, Heine, cheap politician, yellow press, muckraker, "making the world safe for democracy," "unrestricted submarine warfare," "he kept us out of war." 7. Evaluate slogans and songs affecting foreign policy, such as "Lafayette, We Are Here" and "Remember the Maine", "Make the World Safe for Democracy", "Can the Kaiser", "Over There", "It's a Grand Old Flag" to determine their use as propaganda. 8. Locate dictionary meanings of words and compare to emotional connotations. 9. Explain why novels like <u>All Quiet on the Western Front</u> and <u>Uncle Tom's Cabin</u> were more effective than actual account reporting in swaying public opinion. Give examples. 10. The rapidity and diversity of news coverage resulting from technological advances has created not only the problem of assimilating vast amounts of information, but also has heightened the difficulty of being able to discriminate between the significant and the inconsequential, the objective and the biased, the honest and the fraudulent. As	

5-1920

SKILL	SKILLS TO BE DEVELOPED
critical elation would be er for foreign dealings.	1. Critical reading. 2. Understand denotative and connotative meanings.
understa meanings e 9, Chapter 10.	3. Detection of emotional speech. 4. Writing editorials and newswriting.
tection iting cogniz omposit e of d	5. Recognizing propaganda techniques. 6. Composition and exposition and narrative. 7. Use of dictionary references.
criticizing our for connotative ten and indicate 1. Use such terms ian, yellow press, ocracy," "un- out of war." gn policy, such the Maine", the Kaiser", "Over ne their use as mpare to emotional estern Front and actual account examples. e resulting from y the problem of but also has discriminate ntial, the objec- audulent. As	

UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

Student Activities (continued)

an assignment in critical thinking the following depth opportunity is suggested:

Assign each student to one of the following news areas - agriculture, labor, or industry. Material is to be collected on note cards for one week from television, radio, newspapers, and magazines. Class time should be reserved for discussion of these findings. After discussion is completed, the teacher should collect from each student a list of programs and articles used and the research material.

Questions to be used in class discussion:

1. Did you find the reporting factual or biased?
2. Give specific examples of propaganda techniques used.
3. What major goals were reflected in what you read or heard?
4. What opposition to, or support for, these goals did you note?
5. What attitude toward agriculture, labor, or industry in your past resulted from exposure to this information?

Note: Propaganda Techniques

1. Band wagon: "Everybody's doing it"
2. Testimonial: "Sandy Koufax wears our sports shirts"
3. Plain folks: "Howdy, neighbors. It's a real pleasure to have a chance to talk to you folks."
4. Snob appeal: Exclusive creation by Christian Dior
5. Name calling: "Reactionary", "Radical"
6. Glittering generalities: "eternal truths", "Glorious birthright"
7. Transfer: using the flag or a picture of Uncle Sam on a poster to induce the transfer of feeling of loyalty to whatever the poster is advertising
8. Scientific slant: "Tested under clinical conditions"
9. Card stacking: using half-truths which cannot be denied or whole truths which have no connection with the point under discussion
 - a. Twisting or distorting facts
 - b. Selective omission
 - c. Incomplete quotations

UNIT IV

WORLD WAR I

Introductory Statement

Following a "war to end all wars", a war "to make the world safe for democracy", a war that led the United States into a position of world leadership, the United States lapsed into what Warren G. Harding called "normalcy". At its worst this was a period of smug complacency, extreme nationalism and racialism, of the flapper, the raccoon coat, bigotry, intolerance, and corruption. At best, the Golden Twenties was a period of transition marked with the usual characteristics of tension and contradictions. Will Rogers said this was "the first serious attempt of the Americans to make their peace with the 20th century".

The early years of the twentieth century witnessed the death of rural America and the growth of urban America, the growth of stronger government, the end of laissez-faire, the decline of individualism, the responsibility of the individual to society, and a collapse of religious sanctions.

It also became increasingly evident that the concept of democracy would have to change. The principles of democracy and the principles of capitalism and eighteenth century political theory were not compatible. Adjustments to the needs of an industrial urban society had to be made.

America of the Golden Twenties did not succeed in this effort. As there is still much resistance to change in America as there is in the world, as there is in the United States as there is in the world, we are currently making, the failure should not surprise us. In reality, after more than a century of attempting to make their peace with the twentieth century, Americans are still attempting "to make their peace with the twentieth century".

STUDY SHEET WORLD WAR I

BACKGROUND CAUSES

1. Economic rivalry
2. Nationalism
3. Imperialism
4. Large standing armies
5. Entangling alliances

IMMEDIATE CAUSES

1. Assassination of Archduke Franz Ferdinand
2. Declaration of war of Austria-Hungary

THE CHAIN OF EVENTS

Assassination of Ferdinand	June 28, 1914
Austria declares war on Serbia	July 28
Russia mobilizes army	July 29
(Tantamount to declaring war on Austria-Hungary)	
Germany declares war on Russia	August 1
Germany declares war on France	August 3
England declares war on Germany	August 4

GUIDE LESSON PLAN TO BE USED WITH UNIT IV OF GUIDE

UNIT IV

WORLD WAR I

war they "to make the world safe for democracy", a war that thrust the United States into what Warren G. Harding referred to as a period of smug complacency, extreme nationalism and isolationism - a period of the Golden Twenties, intolerance, and corruption. At best, the Golden Twenties was a period of Willard's characteristics of tension and contradictions. William Leuchtenburg states that the Americans to make their peace with the 20th century".

The great war witnessed the death of rural America and the growth of urbanization, the decline of individualism, the responsibility of world leadership,

the concept of democracy would have to change. Twentieth century to fit all theory were not compatible. Adjustments to fit the needs of an

such reaction succeed in this effort. As there is still much reaction to the efforts than could not surprise us. In reality, after more than half a century, Americans with the twentieth century".

STUDY SHEET WORLD WAR I

IMMEDIATE CAUSES

1. Assassination of Archduke Ferdinand
2. Declaration of war on Serbia by Austria-Hungary

June 28, 1914

July 28

July 29

Austria-Hungary)

August 1

August 3

August 4

AN ILLUSTRATIVE LESSON PLAN (continued)

TRIPLE ALLIANCE - Germany
Austria-Hungary
Italy

TRIPLE ENTENTE - France
England
Russia

THE CENTRAL POWERS - Austria-Hungary
Germany
Turkey 1915
Bulgaria 1915

THE ALLIES - France
Russia
England
Japan
Italy 19
Rumania
Portugal
Greece 1
United S

Total of 4

Total of 23

All of Europe eventually entered the war except Denmark, Sweden, Norway, Holland, countries remained neutral.

WHY THE UNITED STATES ENTERED THE WAR

1. British propaganda (remarkably effective)
2. German propaganda (stupid, inept, and general ineffectual)
3. Sabotage (attributed to the Germans)
4. Economic interest in an Allied victory
5. Demand of the people to build up our army and navy, which led to the creat

DIRECT CAUSES

1. Unrestricted submarine warfare
2. The Zimmerman note
3. Outbreak of the Russian Revolution
4. To make the world safe for democracy

THE RESULTS

1. The United States emerged as the world's leading power.
2. Many territorial changes in Europe.
3. Formation of the League of Nations.
4. Seeds were sown for Hitler, Mussolini, and World War II.
5. Great loss of life and property.

France
England
Russia

France
Russia
England
Japan
Italy 1915
Rumania 1916
Portugal 1916
Greece 1916
United States 1917 and others

Total of 23

Denmark, Sweden, Norway, Holland, Switzerland and Spain. These

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eral ineffectual

creativity and navy, which led to the creation of a war psychology.

leading power.

and World War II.

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AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #1

Objectives:

1. to gain an understanding of the background causes of World War I
2. to realize that the assassination of the Archduke Ferdinand was only the immediate cause as a pretext for war
3. to consider the chain of events leading to the outbreak of hostilities and whether or not it might have been broken

Reading Assignment:

The United States Since 1865 - pp. 265-300
The Adventures of the American People - pp. 517-520
The Making of a World Power - pp. 127-129
One Nation Indivisible - pp. 450-470

Parallel Reading:

Our World History

Chapter 23 - Germany and Italy Become Nations - pp. 453-476
 Chapter 35 - Imperialism Penetrates Africa, Asia and South America - pp. 554-574
 Chapter 36 - Science and Industry Are Used to Fight World War I - pp. 476-530

Study Questions:

1. What was the relationship of the Franco-Prussian War and World War I?
2. What were the background causes of World War I? Be able to discuss each of these causes.
3. What country was a member of both the Triple Alliance and the Allies? Explain how this was a cause of the war.
4. What social progress was made in Europe from the French Revolution to 1914? What are the reasons for the lack of progress? What are the downs in social reform that lead to open hostilities in 1914?

Vocabulary:

belligerent
 entente
 protectionist
 war of attrition

Special Instructions: Map exercise - Europe in 1914 - Include the following:

Political: All countries	London	Lisbon
The Triple Alliance	St. Petersburg	Madrid
The Triple Entente	Vienna	Berlin
Rome	Serajevo	Antwerp
Paris	Constantinople (Istanbul)	Budapest

Physical: Mountains - Pyrenees, Alps, Carpathian and Caucasus
 Rivers - Thomas, Rhine, Po, Elbe, Seine, Danube and Loire
 All oceans and seas shown on map

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ASSIGNMENT #1

the Archduke Ferdinand was only the immediate event that was used
as a pretext to the outbreak of hostilities and whether or not this "chain"

6, 517-520

Nations - pp. 453-476
rica, Asia and South America - pp. 554-574
Used to Fight World War I - pp. 476-530

se cause
how th
at are

co-Prussian War and World War I?
ld War I? Be able to discuss each of these causes.
Triple Alliance and the Allies? Explain how this came about.
e from the French Revolution to 1914? What are some of the break-
en hostilities in 1914?

In 1914 - Include the following:

ersburg	Lisbon
	Madrid
	Berlin
o	Antwerp
tinople (Istanbul)	Budapest
ian and Caucasus	
aine, Danube and Loire	

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AN ILLUSTRATIVE LESSON PLAN (continued)

Map exercise: Europe 1920 - Show changes of boundaries as a result of the Treaty of Versailles

Depth Opportunities:

1. People who lived during the First World War may have interesting information for the class. These could be invited guests or through taped interviews played for the class. The local American Legion could assist in locating men who served in the war. Student interviewers should carefully interview them and clear them in advance with the instructor.
2. Small Group Topics:
 - a. Balance of Power as a Basis for World Peace
 - b. Propaganda in World War I
 - c. Paperback - All Quiet on the Western Front
3. Class Presentation - Individual students are to represent the members of the Triple Entente. Each student is to pick a nation and explain why his country entered the war. Each presentation must be approved by instructor.

ASSIGNMENT #2

Objectives:

1. to understand the effect of the war upon a neutral United States
2. to gain an understanding of the stand taken by the United States government in relation to the war
3. to compare the "balance of power" theory with the theory of a world peace organization
4. to briefly examine the course of the war to 1917

Reading Assignment:

The Adventures of the American People - pp. 520-527
American Diplomacy - Chapter IV, pp. 50-65

Parallel Reading:

The Development of America - Chapter 32, pp. 615-625
The World's History - Chapter 36, Science and Industry to Fight War, pp. 562-568

Study Questions:

1. Reread the excerpt from All Quiet on the Western Front and explain the basic message.
2. What does Mr. Kennan consider to be the real basis for public opinion?
3. What were the terms upon which the Allies and Germans would have been willing to stop the war?
4. Why did it seem so important to the United States, in 1915-16, that England should enter the war?
5. Explain the statement "Considerations of the power balance argues against total victory."

Vocabulary:

balance of power
chauvinistic
conciliator

216

contraband
debility
"elan vital"

hyphenate vote
noncombatant
rationale

ultimatum
vulnerable

N (continued)

-149

1920 - Show changes of boundaries as a result of the Treaty of Versailles

for the First World War may have interesting information for the class, either as through taped interviews played for the class. The local American Legion Post might men who served in the war. Student interviewers should carefully prepare their questions advance with the instructor.

:
er as a Basis for World Peace
World War I
All Quiet on the Western Front

Triple - Individual students are to represent the members of the Triple Alliance and the each student is to pick a nation and explain why his country entered the war. Content enter on must be approved by instructor.

ASSIGNMENT #2

effect of the war upon a neutral United States
anding of the stand taken by the United States government in relation to the war
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lance of power" theory with the theory of a world peace organization
the course of the war to 1917

American People - pp. 520-527
Chapter IV, pp. 50-65

America - Chapter 32, pp. 615-625
Chapter 36, Science and Industry to Fight War, pp. 562-568

from All Quiet on the Western Front and explain the basic message of the young soldier.
in consider to be the real basis for public opinion?
upon which the Allies and Germans would have been willing to stop hostilities in 1916?
important to the United States, in 1915-16, that England should be victorious?
nt "Considerations of the power balance argues against total victory".

contraband
debility
"elan vital"

hyphenate vote
noncombatant
rationale

ultimatum
vulnerable

2.7

AN ILLUSTRATIVE LESSON PLAN (continued)

Depth Opportunities:

1. The American Economy: 1914-1920
 - a. Construct graphs to indicate the following:

Taxation	Foreign trade
G.N.P.	Unemployment
 - b. Write a brief essay indicating an understanding of your graphs.
2. Check various source books for four or five of President Wilson's war aims that seem to you to be the most significant. Print them on a poster and discuss your choices.

ASSIGNMENT #3

Objectives:

1. to determine the causes of America's entry into World War I
2. to understand the part played in the war by the United States
3. to recognize the need for a well organized and responsive "home front"

Reading Assignment:

The Adventures of the American People - pp. 528-533
The Making of a World Power - pp. 129-157

Study Questions:

1. Explain Pershing's statement, "Lafayette, we are here".
2. Compare the "home front's" and the "front line's" reaction to the Armistice.
3. What events in Sargeant Spencer's letter affected you the greatest?
4. In President Wilson's War Message, what reference did he make to England?
5. Assuming you were a member of the Rainbow Division, which part of the war was the most memorable?

Vocabulary	anarchist	kaiser
	atrophy	kamerad
	Hooverized meals	pell-mell

Depth Opportunities:

1. Small Group Discussions
 - a. Upon what nation may the responsibility for World War I be placed?
 - b. The United States had as much cause for going to war against Germany as any other nation.
2. Map exercise - On an outline map of Europe indicate the following: major battlefields and major battles of the war, the battles in which the United States participated.

phs.
phs.
phs.)

4-1920

indicate the following:

trade

payment

indicating an understanding of your graphs.

for four or five of President Wilson's wartime speeches. Note ten phrases
most significant. Print them on a poster for class display. Be prepared to

ASSIGNMENT #3

America's entry into World War I
ed in the war by the United States

front well organized and responsive "home front" in the waging of war

People - pp. 528-533
p. 129-157

t, "Lafayette, we are here".

and the "front line's" reaction to the Armistice.

ancer's letter affected you the greatest?

Eng message, what reference did he make to English violations of our neutrality?

of the Rainbow Division, which part of the crossing would you think to be

kaiser

kamerad

pell-mell

placed the responsibility for World War I be placed?

Great Britain as much cause for going to war against Great Britain as against Germany.

the map of Europe indicate the following: major physical and political features,
battles of the war, the battles in which the United States troops participated.

AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #4

Objectives:

1. to investigate the failure of "the war to end all wars" in establishing lasting world peace
2. to explore the "American Scene" in the year 1919
3. to gain an understanding of the factors which led to the movement away from idealism and "normalcy".

Reading Assignment:

The Adventures of the American People - pp. 535-538

The Making of a World Power - pp. 157-164

Only Yesterday - pp. 1-37

Parallel Reading:

Our World's History - pp. 570-572

The Development of America - pp. 633-636

Study Questions:

1. "Do You Know the Basic Facts?", pp. 538, Questions 1-11.
2. What was the IWW? What reasons would a public official of 1919 have for denouncing it as "the scourge of the times"?
3. Wilson stated that if the United States did not come to the aid of mankind by endorsing the League of Nations and the work of the Paris Peace Conference, "the heart of the world would be broken". Explain.
4. Explain this statement: The United States was governed by a regency during much of 1919.
5. Contrast the impression you received from reading Tumulty's and Allen's accounts of 1919.

Depth Opportunities:

1. Small Group or Individual Exploration Topics:
 - a. Compare the League of Nations and the United Nations. In your comparison be sure to include their structure, membership, United States' attitude, and their relative effectiveness.
 - b. Compare the foreign policy of Woodrow Wilson with that of Franklin Roosevelt. Do this by comparing their policies in Latin America as well as their policies relating to the world war.
2. For the Embryo Artist: Develop and illustrate cartoons showing two of the following:
 - a. The "Big Four" at the Paris Peace Conference
 - b. The attitude of Henry Cabot Lodge toward President Wilson
 - c. The change in attitude of the American people from war time idealism to peace time idealism.
3. For the Musically Inclined: Obtain sheet music and/or recordings of World War I songs and tape for class presentation. Before taping, clear all selections and use the instructor.
4. Why didn't the United States join the League of Nations?

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ASSIGNMENT #4

of "the war to end all wars" in establishing lasting world peace
cene" in the year 1919
the factors which led to the movement away from idealism and the return to

People - pp. 535-538
pp. 157-164

672
633-636

s?", pp. 538, Questions 1-11.
sons would a public official of 1919 have for denouncing the IWW as "the
United States did not come to the aid of mankind by endorsing the League of
Paris Peace Conference, "the heart of the world would be broken". In reality
ken was his own. Explain.
e United States was governed by a regency during much of the period 1919-1921.
received from reading Tumulty's and Allen's accounts of Wilson's western tour

Exploration Topics:
ations and the United Nations. In your comparison be sure to discuss organiza-
d States' attitude, and their relative effectiveness.
icy of Woodrow Wilson with that of Franklin Roosevelt. Do not fail to consider
licies as well as their policies relating to the world wars.

elop and illustrate cartoons showing two of the following:
aris Peace Conference
abct Lodge toward President Wilson
of the American people from war time idealism to peace time "normalcy".

Obtain sheet music and/or recordings of World War I songs and prepare a 15 or
esentation. Before taping, clear all selections and use of amateur talent with

join the League of Nations?

INSTRUCTIONAL MATERIALS

1. Supplementary Reading (References)

Bailey, Thomas A., A Diplomatic History of the American People
Barck, Oscar and Blake, Nelson, Since 1900
Commager, H. and Nevins, Allan, The Heritage of America
Kennan, George F., American Diplomacy, 1900-1950
Perkins, Dexter, Hands Off; A History of the Monroe Doctrine
Sprout, Harold and Sprout, Margaret, The Rise of American Naval Power, 1763-1918

(Special References)

Bemis, Samuel Flagg, Latin American Policy of the United States
Considine, Robert B., The Panama Canal
Dunne, Finley P., Mr. Dooley at His Best
Leech, Margaret, In the Days of McKinley
Lord, Walter, The Good Years, 1900-1914
West, Richard S., Admirals of the American Empire

2. Transparencies

Keuffel and Esser, U.S. History

3. Filmstrips

McGraw Hill-American History Series (School libraries)
The Turn of the Century
World War I
Panama Canal

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ERIALS

INSTRUCTIONAL MATERIALS

Films

4. Films (Madison I.M.C.)

+3 Tur the American

F-643 Turn of the Century - 20th Century America 1898-1914
F-640 End of Innocence - World War I (1914-1920)

+0 End

ge of America
0-1950

(B.A.V.I.)

9 Wor the Monroe

5199 World War I - War Years 14 min.

0 Wor

5200 World War I - Building the Peace 11 min.

2 Woo

3772 Woodrow Wilson, Spokesman for Tomorrow 27 min.

Recor

5. Records (Madison I.M.C.)

ces)

America's First World War

rica's

of the

Empire

1 libraries)

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT IV

(All of these references may not be available in any one school library. It is suggested that the school librarian be requested to develop a bibliography of materials available which are appropriate to the unit.)

REFERENCES

Bontemps, Arna, Story of the Negro. New York: Knopf, 1958. Pages 192-193 on World War I.

Bowen, David, The Struggle Within. New York: Norton, 1965. Pages 118-119 on World War I.

Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 63-64 on World War I, 614-615 on Spanish-American War, 616-624 on World War I.

Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 246-247 on the Spanish-American War, 262-267 on World War I.

Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapter on Charles Young.

Spangler, Earl, The Negro in America. Minneapolis, Minn: Lerner, 1966. Pages 41-44 on World War I.

Year, Editors of, Pictorial History of the American Negro. Maplewood, N. J: Hammond, 1964. Page 49 on World War I.

International Book Co., Historical Negro Biographies. New York: Books, Inc., 1967. Biographies on John M. Langston, Frederick Douglass, Charles Young, Richard Greener, James W. Johnson, George W. Williams, James M. Turner, John H. Smythe, William F. Powell, Christopher Payne, and Henry Johnson.

EVALUATION FOR UNIT IV
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The major purpose for acquiring Pacific Islands was (a) missionary activity, (b) coaling stations, (c) weather stations, (d) cable stations

Define the following:
(a) imperialism
(b) open door
(c) dollar diplomacy

The first 20th century attempt at establishing a world wide collective security organization failed because of (a) Russia, (b) Cuba, (c) The U. S., France

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The action between 1850 and 1890 which demonstrates a change in American attitude toward imperialism is (a) Guano Treaty, (b) Walker Affair, (c) Samoan Crisis, (d) Algeciras Conference

What changes in American life caused America to become imperialistic?

What is the best example of collective security: (a) Pan-American Union, (b) Hay-Herran Treaty, (c) Treaty of Paris 1898, (d) League of Nations

EVALUATION FOR UNIT IV
(Sample Questions)

LEVEL II

relationships among ideas, comparisons, recognizes examples

tion between 1850 and 1890 demonstrates a change in an attitude toward imperialism (a) Guano Treaty, (b) Maine Affair, (c) Samoan Crisis, (d) Pan American Conference

anges in American life
America to become imperialist?

the best example of collective security: (a) Pan American Union, (b) Hay-Herran Treaty, (c) Treaty of Paris 1898, League of Nations

LEVEL III

Usually explains, justifies, interprets, or predicts (theory...abstract)

Define the term "jingo" as it relates to American imperialism. Give an example of jingoism between 1880 and 1914 to illustrate your definition. For extra credit cite a present day example.

Between 1890 and 1915, the U. S. had developed diplomatic relations with many nations. List 5 nations found in different areas of the world and explain why we established the foreign policy toward each that we did.

Analyze the failure of the U. S. senate to ratify the League in terms of the phrase "The war to end all wars".

UNIT V

A TIME OF PROSPERITY, TRIAL, AND RECOVERY,

1920-1940

156- UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

OVERVIEW

During the 1920's and 1930's there was a combination of extreme optimism and despair which go hand in hand. This is demonstrated by the fact that the concepts developed in this unit are divided into two halves. They will give the student the view that the crash of 1929 was only the end of one period and the beginning of another.

Many of the developments of the period grew out of societal changes during the twentieth century. The exodus of rural people continued during this era. Women moved from the country to the city. This urbanization of the society was manifested by the extensive use of automobiles, new styles of clothing, new fashions to all segments of society.

This period also represents a time of heightened activity in economic and social fields.

COMMENTARY TO THE TEACHER

At this point in time the teacher might well begin to assess the strengths and weaknesses of the methods utilized in approaching the situations presented to the students. In this unit the teacher should evaluate those methods which he feels were particularly well received.

The teacher should summarize the evaluative technique used in previous units. He should then select the valid and effective techniques and use them in this unit.

This unit might well be used by the teacher as a self-evaluative device to determine the strengths and weaknesses in the use of the concept approach to history, making those alterations in approach as necessary.

RITY, TRIAL, AND RECOVERY, 1920-1940

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approach to history, making those alterations in approach he deems necessary.

A TIME OF PROSPERITY, TRIAL, AND RECOVERY,
1920-1940

I. An Uneven Prosperity ~ 1920

- A. Social ills
- B. The farmer
- C. The laboring man
- D. The business man

II. The Crisis

- A. The market collapse
- B. The shrinking economy

III. Recovery

- A. 1st New Deal
- B. 2nd New Deal
- C. War mobilization

IV. Reaction to Aggression

- A. Attempts at collective security
- B. Intervention vs. nonintervention
- C. Reawakening of the will to resist

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

CONCEPTS	UNDERSTANDINGS
I. Societies develop laws and sanctions in order to regulate themselves.	1. The crisis in the American economy during the 1930's created an atmosphere conducive to the passage of legislation. 2. The depression of the 1930's resulted in social change. 3. Crime often inspires legislation. 4. Legislative action is often initiated to relieve distress. 5. Corruption at times leads to investigations.
II. Ours is a shrinking world; however, the space and distance is related to the technology of a society.	1. Technological advances increase the mobility of people. 2. Increased mobility has had an integrating effect on society, but there are exceptions such as the United States. 3. Technological advances increased contact between the United States and the rest of the world. 4. Despite America's attempted isolationism, technological advances forced her to remain a part of the world community.

UNDERSTANDINGS

ctions	1. The crisis in the American economy during the 1930's created an atmosphere conducive to the passage of legislation favoring labor.]
	2. The depression of the 1930's resulted in an attitude favorable to change.]
	3. Crime often inspires legislation.]
	4. Legislative action is often initiated to stimulate an economy in distress.]
	5. Corruption at times leads to investigation.]
ever, ed	1. Technological advances increase the mobility of a society.]
	2. Increased mobility has had an integrating effect on American society, but there are exceptions such as the Negro.]
	3. Technological advances increased contact between American society and the rest of the world.]
	4. Despite America's attempted isolationism during this period technological advances forced her to remain a part of the world community.]

STUDENT LEARNING EXPERIENCES

1. Students trace labor legislation passed during the early Thirties. Compare the provisions with the previous legislation passed and the laws regulating business and used against labor.
2. Students hold a panel discussion based on the effects of the Social Security Act on America.
3. Study the development of Federal law enforcement. Have students cite reasons for its growth in the 20's and 30's. Investigate the fight for federal laws in the area of civil rights. (Materials 174, 192-199 in The American Negro by Logan and Cohen.)
4. Study the laws passed regulating business and agriculture during the early Depression. Cite those laws passed which have withstood the test of time and which have been rejected. Cite reasons.
5. In spite of general public indifference to government, why was there so much reaction and concern over the Harding scandals?

1. The students should trace the migrations of segments of the population during this period and the reasons for them (rural to urban, urban to rural). Be sure to include the Negro migrations. (Materials 169-171, 206-208 in The American Negro by Logan and Cohen, Pages 100-102 in The Negro in America by Wade.)
2. Have students trace the development of aviation during this period to show its utilization as a means of transportation.
3. Have students study the growth of communication systems during the period indicating how this made Americans aware of world happenings.
4. Have students contrast the awareness of Americans of the Boxer Rebellion with the Japanese invasion of Manchuria in 1931.
5. Study America's involvement in world problems during this period. Cite success; cite failure. Cite the reasons behind the success and failure.
6. Debate the proposition: Resolved: The failure of the world to achieve a viable world organization to assure collective security after World War I resulted in the conflict of World War II.
7. Contrast urban and rural life in 1870 and 1940. Do this for the Negro and the white. (Materials Pages 140-143, 169-171, 181, 188-189 in The American Negro by Logan and Cohen, pages 67-76, 187-188 in The Negro in America by Cuban.)
8. Have students examine attempts at collective security. Assign the role played by the United States in the success or failure of each attempt.

STUDENT LEARNING EXPERIENCES

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S labo ssed and the laws regulating business and used against labor.
merica based on the effects of the Social Security Act on American society.
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Mater fight for federal laws in the area of civil rights. (Materials - Pages
ro by Logan and Cohen.)

Cite business and agriculture during the early Depression. Cite which of
reasons the test of time and which have been rejected. Cite reasons for each.
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failure world problems during this period. Cite success; cite failure. State
and failure.

organ d: The failure of the world to achieve a viable world organization to
World War I resulted in the conflict of World War II.
(Mater 1870 and 1940. Do this for the Negro and the white. (Materials -
7-76, -189 in The American Negro by Logan and Cohen, pages 67-76, 104-105 in

United t collective security. Assign the role played by the United States in
attempt.

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

CONCEPTS	UNDERSTANDINGS
III. Historical leadership results from the interplay of events and personalities.	<ol style="list-style-type: none"> 1. Political leaders must understand the interplay of events and personalities. 2. Political corruption is often a result of political leadership. 3. A leader may be blamed for a situation, or he may be praised for his leadership, and conversely, a leader may be blamed for situations in which he fails to accept the responsibilities of leadership. 4. In order to be effective a leader must be able to accept the responsibilities of leadership. 5. Disagreement within the labor movement was a characteristic of this period.
IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.	<ol style="list-style-type: none"> 1. Appeals to morality and patriotic duty are used to encourage social change and to resist social change. 2. Release from wartime tensions and the resulting social pressures on individuals often lead to a decline in moral standards. 3. The public often reacts unfavorably to changes in moral standards. 4. Mass communication helped to help to spread moral standards. 5. Economic fluctuations often have a significant impact on social change. 6. Advances in knowledge are often resisted by traditional customs and beliefs. 7. The masses of Negroes did not make significant progress in the field of civil rights because of prevailing customs and beliefs.

STUDENT LEARNING EXPERIENCES

1. Students explore the programs undertaken by F.D.R. during the first 100 days. See understanding of popular attitudes, including the attitudes of leading Negroes. (in The American Negro by Logan and Cohen, pages 60-86 in The New Deal by Davis, part of America's Past by Bowes.)
2. Students study the scandals of the Harding administration and at the same time evaluate.
3. Have students study Hoover's efforts to prevent the Depression in terms of proposals and programs instituted.
4. Have a small group of students develop the criteria for leadership, then evaluate: Calvin Coolidge, Herbert Hoover, Franklin D. Roosevelt. Evaluate in terms of their leadership. Seek information to indicate the extent and quality of leadership in welfare. (Material - Pages 184-199 in The American Negro by Logan and Cohen.)
5. Discover conflicts that evolved in the labor movement during this period and their effect. Explain what effect these conflicts had on labor in America. Explain any changes in the labor movement. (Materials - Pages 180, 190-192 in The American Negro by Logan and Cohen.)
6. Students prepare a debate supporting the contentions of the A.F. of L. and the C.I. as mediators to attempt to resolve the conflict. Debate the following resolution: the prerogatives of individuals.
7. A debate could be held on the merits of the Roosevelt approach vs. the merits of the Hoover approach.

1. Explain which factors were instrumental in the passage of the Volstead Act and the U. S. Constitution.
2. Study the changes in behavior of the American woman during the 1920's. Show evidence of changes in behavior of the period. Contrast this with behavior of previous decades.
3. Prepare an oral report stating the attitude of the public during the 1920's regarding what this indicates about legislating morality.
4. Study the enforcement of Prohibition. Discover handicaps to its enforcement. As a program of air-tight enforcement.
5. Trace the rise of syndicated crime during the period. Ascertain prohibition legislation and its effect on the crime rate in America.
6. Study the development of radio, newspapers, magazines, and films during this period and their effect on American social behavior.
7. Have certain students read Cannery Row by John Steinbeck. Analyze how unemployment and the depression affected the major characters.
8. Show how the Scopes Trial illustrates a lag between the development of scientific thought and its expression in social institutions.

STUDENT LEARNING EXPERIENCES

See s undertaken by F.D.R. during the first 100 days. See if these reflect F.D.R.'s attitudes, including the attitudes of leading Negroes. (Materials - Pages 184-199 in The American Negro by Logan and Cohen, pages 60-86 in The New Deal by Davis, pages 436-441 in Avenues to

evaluate of the Harding administration and at the same time evaluate his leadership. Efforts to prevent the Depression in terms of proposals, legislation passed,

evaluate: develop the criteria for leadership, then evaluate: Warren G. Harding, Hoover, Franklin D. Roosevelt. Evaluate in terms of their willingness to accept the extent and quality of leadership in the areas effecting Negro (Pages 184-199 in The American Negro by Logan and Cohen.)

their involved in the labor movement during this period and their causes. List the leaders. Conflicts had on labor in America. Explain any changes in the Negro's position in (Materials - Pages 180, 190-192 in The American Negro by Logan and Cohen.)

the C.I. reporting the contentions of the A.F. of L. and the C.I.O. Have the class act resolve the conflict. Debate the following resolution: Industrial unions usurp

merits of the Roosevelt approach vs. the merits of the Hoover approach to

and the instrumental in the passage of the Volstead Act and the XVIII Amendment to the evidence of the American woman during the 1920's. Show evidence of change during the behavior of previous decades.

regarding the attitude of the public during the 1920's regarding prohibition. Comment on legislating morality.

As a prohibition agent. Discover handicaps to its enforcement. As a Treasury agent, set up enforcement.

legislation on crime during the period. Ascertain prohibition legislation's effect on the period.

period. Listen to, newspapers, magazines, and films during this period. Explain how they behaved.

employment. Of Mice and Men by John Steinbeck. Analyze how unemployment affected the lives of

specific to illustrate a lag between the development of scientific theory and accepted mores

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

CONCEPTS	UNDERSTANDINGS
IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs. (continued)	
V. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.	<ol style="list-style-type: none"> 1. Governmental programs developed effort to reactivate a paralyze 2. The Supreme Court, during the e of the initial political progra 3. Economic good times, as in the available consumer credit. 4. The inability of the farmer to situation resulted in a farm de general depression.
VI. It has been typical of society for one segment to relegate another to a less prestigious position.	<ol style="list-style-type: none"> 1. Labeling is a technique sometime of society to a less prestigiou 2. Restrictions on immigration dur reflected labor's fear of compet elements. 3. Lynching, segregation, and disc used to restrict the opportunit

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UNDERSTANDINGS

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1. Governmental programs developed, during the Depression, in an effort to reactivate a paralyzed economy.

2. The Supreme Court, during the early Depression, rejected many of the initial political programs.

3. Economic good times, as in the 1920's, accompany a rise in available consumer credit.

4. The inability of the farmer to adjust to a changed market situation resulted in a farm depression which preceded the general depression.

1. Labeling is a technique sometimes used to relegate one segment of society to a less prestigious position.

2. Restrictions on immigration during the 20's and 30's in part reflected labor's fear of competition from foreigners and radical elements.

3. Lynching, segregation, and discrimination were some of the methods used to restrict the opportunities of the Negro.

STUDENT LEARNING EXPERIENCES

9. Study the attempts of Negroes for significant social change and record instances of and failures. (Materials - Pages 173-180, 187-199 in The American Negro by Logan and The Negro in America by Cuban, pages 125-137 in The Negro in American Life by Wade and Politics in America by Rositer.)
10. Search for evidence of the reasons why society resisted attempts of Negroes to improve society. (Materials - Pages 172-173, 176, 181, 186, 194 in The American Negro by Logan, 76, 98-107, 108-118 in The Negro in America by Cuban, pages 116-137 in The Negro in American Life by Wade, pages 525-535, 554-555 in This Was America by Handlin.)

1. Students study the government programs established during this period to determine the permanence of the establishment, the philosophy of recovery they followed, the areas of the economy affected, and the permanence. (Note instances where the reasons seem to have considered Negro welfare.) (Materials - Pages 187-199 in The American Negro by Logan and Cohen, selected references in The New Deal by Cohen.)
2. Students study the Supreme Court decisions reached during this period to determine the reasons for these decisions, and the changes in attitudes reflected by the decisions rendered during this entire period.
3. Study the effects of the use of credit on the economy during the 1920's and now. (Materials - Pages 187-199 in The American Negro by Logan and Cohen, selected references in The New Deal by Cohen.)
4. Study speculation by the public during the 1920's. From the study determine whether it was healthy or unhealthy for the economy.
5. Study the problems of the farmer during the 1920's and indicate which were resolved and which were unresolved. Examine the effect these unresolved problems had on the Depression in the 1930's. (Materials - Pages 187-199 in The American Negro by Logan and Cohen, selected references in The New Deal by Cohen.)

1. Discuss how the terms "hayseed", "hick", and "sodbuster" relate to the image of the "radical" relate to the image of labor.
2. Read accounts of the Sacco-Vanzetti case. Discuss the accusation that they were exonerated rather than murderers.
3. Study the restrictions (restrictive limitations) on immigration during the period. (Materials - Pages 187-199 in The American Negro by Logan and Cohen, selected references in The New Deal by Cohen.)
4. Study materials dealing with lynchings, segregation, and discrimination in different areas of the country. Examine the reasons behind such actions and the actual effect they had on Negroes. (Materials - Pages 187-199, 155-157, 167, 172-173, 180-181 in The American Negro by Logan and Cohen, pages 116-119, 126-129, 129-134 in The Negro in American Life by Wade, pages 525-535 in This Was America by Handlin.)

STUDENT LEARNING EXPERIENCES

ences of Negroes for significant social change and record instances of success, partial success, and failure. (Materials - Pages 173-180, 187-199 in The American Negro by Logan and Cohen, pages 108-118 in The Negro in American Life by Wade, pages 125-137 in The Negro in American Life by Wade, pages 99-100 in Parties and Politics by Rositer.)

so important to Negroes in improving their position in society. (Materials - Pages 172-173, 176, 181, 186, 194 in The American Negro by Logan and Cohen, pages 67-76 in The Negro in America by Cuban, pages 116-137 in The Negro in American Life by Wade, and pages 116-137 in This Was America by Handlin.)

determine the effect of the New Deal programs established during this period to determine: reasons for their success, the philosophy of recovery they followed, the areas of the economy affected, and their effect on Negroes. (Materials - Pages 173-180 in The American Negro by Logan and Cohen, selected references in The New Deal by Davis.)

determine the effect of the Supreme Court decisions reached during this period to determine: the attitudes reflected in the decisions and the changes in attitudes reflected by the decisions rendered by the Court during this period.

now. Compare the use of credit on the economy during the 1920's and now. Compare the two. Determine whether or not the use of credit was a factor in the depression of the 1920's. From the study determine whether or not this was a factor in the depression of the 1920's.

solved the problems of the farmer during the 1920's and indicate which were resolved and which remained unresolved. From the study determine what effect these unresolved problems had on the Depression in a later period.

f the "red", "blue", "green", "hick", and "sodbuster" relate to the image of the farmer and how "red" and "blue" affected the image of labor.

ere executed in the Sacco and Vanzetti case. Discuss the accusation that they were executed for being radicals and the effect this had on the public.

riod. (Materials - Pages 173-180 in The American Negro by Logan and Cohen, pages 108-118 in The Negro in American Life by Wade, pages 125-137 in The Negro in American Life by Wade, pages 99-100 in Parties and Politics by Rositer.)

During this period there were restrictive limitations (immigration laws, etc.) on immigration during the period. Through study find the reasons and give the effect this had on labor's status during the period.

During this period there were different types of discrimination (lynchings, segregation, etc.) in different phases of life. Report the actions of the government and the actual effect they had on Negroes. (Materials - Pages 193-194 in The American Negro by Logan and Cohen, pages 67-76, 95-107, 119 in The Negro in American Life by Wade, pages 116-119, 126-129, 129-134 in The Negro in American Life by Wade, pages 125-137 in The Negro in American Life by Wade, pages 99-100 in Parties and Politics by Rositer.)

UNIT V A TIME OF PROSPERITY, TRIAL AND RECOVERY, 1920-1940

CONCEPTS	UNDERSTANDINGS
VII. Political institutions within a society are subject to either revolutionary or evolutionary change.	<ol style="list-style-type: none">1. During the Depression, change occurred in a democratic society.2. There was no breakdown in the structure of society during the Depression.3. Economic concerns are often a factor in periods of economic depression.4. During the Depression the federal government increased its responsibility for public welfare.5. The New Deal was an attempt to increase government regulation.6. Movements in a society for change often occur at the same time.
VIII. This is a bountiful earth, but some of its resources are irreplaceable.	<ol style="list-style-type: none">1. Abuses of the land during this period led to the "Dust Bowl" and resultant human suffering.2. Improper utilization and misuse of natural resources found effect on the economy of the country.3. Despite the conservation movement, there was little regulation of the use of natural resources with little regard for the long term.4. Economic disaster often leads to political disaster.

INTEGRITY, TRIAL AND RECOVERY, 1920-1940

INGS	UNDERSTANDINGS
ange o in a er ry	1. During the Depression, change occurred within the framework of our democratic society.]
the s en tra ssion.	2. There was no breakdown in the structure of American society during the Depression.]
feder re.	3. Economic concerns are often translated into political action during periods of economic depression.]
ot to · chan	4. During the Depression the federal government assumed much responsibility for public welfare.]
	5. The New Deal was an attempt to protect society through increased government regulation.]
	6. Movements in a society for change and against change can be occurring at the same time.]
this p but human	1. Abuses of the land during this period led to the disaster of the "Dust Bowl" and resultant human misery.]
misuse y of t movement ittle re ads to	2. Improper utilization and misuse of natural resources had a profound effect on the economy of the 1920's and 1930's.]
	3. Despite the conservation movement business continued to exploit natural resources with little regard to future problems and needs.]
	4. Economic disaster often leads to conservation advances.]

STUDENT LEARNING EXPERIENCES

1. Compare the social and political conditions of the Soviet Union in 1917 and the U. S. a revolution occurred in the Soviet Union and not in the United States.
2. Construct a list of very wealthy families or men in 1920. Do the same for 1940. Have the names missing in 1940. Discover reasons for these absences. (Use Amory's Who Killed Roosevelt.)
3. Study the campaign promises of Harding, Coolidge, and Hoover to see if these represent Study Roosevelt's promises in 1932 to see if they represent change. Have another group figures for 1920, 1924, 1928, and 1932. Discover which two presidents won by the large the group explain this in the light of the campaign promises previously presented and why the Negroes switched from the Republican Party to the Democratic Party. (Material in The American Negro by Logan and Cohen, pages 15-21, 78-81, 84-86 in The New Deal by 137 in The Negro in American Life by Wade, 130-136 in The Negro in America by Cuban.)
4. Study legislation passed during this period that shows government involvement with public the welfare of many Negroes. Demonstrate whether or not this is a departure from traditional policy. (Materials - Pages 188-194 in The American Negro by Logan and Cohen, pages 38-40 by Davies.)
5. Have students study laws passed during the First Hundred Days. Then have them decide whether to show an increase in regulation and protection and if so, how.
6. Demonstrate how radical political movements could be for change and at the same time another be leading a movement against change. Use the American Socialist Workers Party and the Black the Garvey "Back to Africa" movement to demonstrate this. (Materials - Pages 174-176 in The American Negro by Logan and Cohen, pages 125-126 in The Negro in American Life by Wade.)
7. Have a superior student read Babbitt. Describe his life and the goals he has set for himself to the class what Lewis is attacking in Babbitt.

1. Do research on the various causes of the "Dust Bowl".
2. Study the expansion of farming from 1914-1922. Explain how over-production proved harmful and what effect war prosperity had on the farmer and on the land farmed.
3. Present problems created through the destructive exploitation of coal and iron deposits and problems that are still being created.
4. Read Wild River. Study the development of the T.V.A. List and comment on problems leading to its establishment. Determine why it was accepted and what effect it had on this area.
5. Study the work of the C.C.C. in Wisconsin. Report its contribution to conservation in the state.

STUDENT LEARNING EXPERIENCES

U. S. and political conditions of the Soviet Union in 1917 and the U. S. in 1931. Explain why
d in the Soviet Union and not in the United States.

Have students discover very wealthy families or men in 1920. Do the same for 1940. Have students discover
Who Killed Society? 1940. Discover reasons for these absences. (Use Amory's Who Killed Society?)

present promises of Harding, Coolidge, and Hoover to see if these represent governmental change.

er group promises in 1932 to see if they represent change. Have another group study election
he larg 24, 1928, and 1932. Discover which two presidents won by the largest majority. Have
ed and promises in the light of the campaign promises previously presented and discussed. Explain
aterial the change from the Republican Party to the Democratic Party. (Materials - Pages 183-186
Deal by o by Logan and Cohen, pages 15-21, 78-81, 84-86 in The New Deal by Davis, pages 126-
Cuban.) American Life by Wade, 130-136 in The Negro in America by Cuban.)

with pub ssed during this period that shows government involvement with public welfare including
om trad Negroes. Demonstrate whether or not this is a departure from traditional government
ages 38 - Pages 188-194 in The American Negro by Logan and Cohen, pages 38-46 in The New Deal

decide v laws passed during the First Hundred Days. Then have them decide whether or not they
regulation and protection and if so, how.

time a cal political movements could be for change and at the same time another group could
and the t against change. Use the American Socialist Workers Party and the Ku Klux Klan and
74-176 Africa movement to demonstrate this. (Materials - Pages 174-176 in The American
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ea. rmine why it was accepted and what effect it had on this area.

e C.C.C. in Wisconsin. Report its contribution to conservation in Wisconsin.

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

LANGUAGE ARTS CORRELATION

Approach

This unit can be correlated through the use of audiovisual materials. Students should be led to an understanding of this era of radio and movies.

Sources

1. 33-1/3 Records

I Can Hear It Now, vol. 1, Columbis Records 4095
(speeches and important events from 1933-1945)
Voices of Freedom, Educational Records ES-1
(1901-1950)
Literature of World Wars I and II, Educational Record Sales
Presidential Inaugural Address, E.R.S.
(F.D.R. 1933-1937)
Voice of FDR, with Quentin Reynolds, note by Robert Sherwood

2. Films

2626 The Golden Twenties, 2 reels, 20 min.,
2627 McGraw-Hill, BAVI
41282 The Emergence of the Welfare State, EBF
1855 The River, BAVI (documentary of the Mississippi)

3. Texts

Angle, Paul, The American Reader, pp. 510-574
Commager, H. S., American Heritage, pp. 1108-1132.
Bower, Avenues to America's Past,
pp. 387-499 Isolation
pp. 400-409 From Only Yesterday
pp. 410-419 Great Crash
pp. 422-441 FDR

COVERY, 1920-1940

SKILLS TO BE DEVELOPED

1. Audiovisual materials.	1. Writing dialogue
2. Era of radio and movies.	2. Dramatics
3.	3. Group presentation
4.	4. Using films and records in presentations

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Student Activities

1. By listening to the recordings and watching the films of the 1920's and 1930's, the students can gain material for writing scripts of plays, radio broadcasts, and films. In addition these can be produced by the groups.
2. Dramatizations such as the You Are There series can be used for the events.

DEPTH OPPORTUNITIES

The student should be aware that the cultural and social changes and developments of the period were reflected in the prosperity and industrialism of the period. Since writers and artists often reflected the life of their times, the following depth opportunity is suggested in an effort to help the student understand the reactions of figures representative of this period. Students should be selected by using these works which are most illustrative of the point of view of each. For example, a student might read descriptive, pointed selections from "The Hollow Men" in order to present T.S. Eliot's feelings about the age. Other suggested personalities are:

1. Edwin Arlington Robinson	9. George Gershwin
2. Carl Sandburg	10. John Dewey
3. F. Scott Fitzgerald	11. Thomas Hart Benton
4. Sinclair Lewis	12. Henry Ford
5. Sherwood Anderson	13. Stephen Vincent Benet
6. Ernest Hemingway	14. Robert Frost
7. Eugene O'Neill	15. James W. Johnson
8. Pearl Buck	

Social conflict was present during the 1920's even though prosperity and affluence were apparent. The war experience and resulting social changes intensified tensions and produced new perspectives. In order to aid the student's understanding of social change and the conflicts of the period, the following topics should be investigated and the conclusions presented to the class in individual reports.

1. Migration of Negro labor to the north
2. The resurgence of the Ku Klux Klan
3. The "Red scare"
4. The popular "standard" of success
5. The new position of women
6. The effects of Prohibition
7. The status of organized labor
8. Public and private morality

In an attempt to develop group discussion techniques, the following exercises are suggested. Each student should be assigned to do research covering these topics:

Investigate the principal causes of the Great Depression which began in 1929.

Investigate the actions taken by the Hoover administration in an attempt to combat economic stagnation.

Investigate the scandals that developed during the 1920's and analyze public opinion.

Evaluate Hoover's philosophy and his governmental actions in terms of whether they were consistent.

Decide whether or not, and in what ways, the prosperity of the 1920's was illusory.

After completion of research, it is suggested that the teacher should assume the role of moderator in class discussion covering this material. The Socratic method of guiding the discussion by asking pertinent and challenging questions will result in critical thinking and analysis.

DEPTH OPPORTUNITIES

the cultural and social changes and developments of the 1920's reflected often of the period. Since writers and artists often provide a mirror of the depth opportunity is suggested in an effort to point up the ideas and of this period. Students should be selected to personalize these people most illustrative of the point of view of each. For example, one student selections from "The Hollow Men" in order to present a vivid picture of how Other suggested personalities are:

9. George Gershwin
10. John Dewey
11. Thomas Hart Benton
12. Henry Ford
13. Stephen Vincent Benet
14. Robert Frost
15. James W. Johnson

fluenc ng the 1920's even though prosperity and affluence gave tone to the period. social changes intensified tensions and produced alterations in values and and t he student's understanding of social change and the resulting conflict, the e clas tigated and the conclusions presented to the class either through panels or

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es are discussion techniques, the following exercises are suggested:
n to do research covering these topics:

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attempt taken by the Hoover administration in an attempt to arrest

ze pub that developed during the 1920's and analyze public reaction.
of wh ophy and his governmental actions in terms of whether or not they

's was i in what ways, the prosperity of the 1920's was a mirage.
ssume it is suggested that the teacher should assume a dominant or guiding role
this material. The Socratic method of guiding the discussion through
ing questions can result in critical thinking and conclusion drawing.

168- UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

DEPTH OPPORTUNITIES

Since economic change is a fact of life, the student needs to be prepared and to adapt to the forces of change. To assist the student in acquiring he should select one of the following topics and gather pertinent information.

List the types of occupations which increased considerably during the depression which affected the labor union.

Explain why foreign loans or investments to the United States required more than it imports.

Distinguish between speculation in stocks which provided capital for the speculation of the type which helped bring on the stock market crash.

Each student should be encouraged as an individual project to study the financial accounts of corporate organization from economic sources. The student should obtain shares in large corporations, the purpose of the stock market, and the curb prices, bid prices, highs, lows, bears, and bulls. This depth opportunity is for an invitation made by the teacher to a representative from a stock broker to explain how corporations are formed, how stock is sold, how the stock market operates, and how it is performed.

As an exercise in developing the ability to abstract and to discriminate, the following outline relative to New Deal legislation:

I. Relief measures

II. Recovery measures

III. Reform measures

Each student should then write a short critique in which he makes a general evaluation of the New Deal.

To assist the student in the difficult process of analyzing the accuracy of the following depth opportunity is suggested: The statement is sometimes made that the administration of Franklin D. Roosevelt was committed to helping "the forgotten man". Determine the accuracy or the inaccuracy of this assertion.

A committee of students should make a careful study of the subject. Each member should be assigned a chapter or two in The New Deal: Revolution in American Civilization, Amherst Series. The reports should be presented and evaluated.

040 TRIAL, AND RECOVERY, 1920-1940

ITIES DEPTH OPPORTUNITIES

repare, the student needs to be prepared to understand, to influence rationally, To assist the student in acquiring an understanding of economic change, topics and gather pertinent information which he should relate to the class. h increased considerably during the 1920's and indicate how this shift

requirments to the United States required that the United States export more

stocks which provided capital for industrial expansion, and stock
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ed bring on the stock market crash of 1929.

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et, and
h oppo
stock b
et ope
n individual project to study the organization of a single corporation or to
n from economic sources. The students should then find out how individuals
the purpose of the stock market, and the meaning of such terms as: buying short,
years, and bulls. This depth opportunity could be used as student background
o a representative from a stock brokerage firm to speak to the class about
is sold, how the stock market operates, and what economic functions are

minate
try to abstract and to discriminate, the students should be asked to complete
Deal legislation:

a genera
critique in which he makes a general appraisal of the successes and failures

curacy
he's mai
rgotten
acy of this assertion.

Was
Revolu
present
careful study of the subject: Was the New Deal a revolution or an evolution?
ter or two in The New Deal: Revolution or Evolution? booklet in "Problems
les. The reports should be presented to the class and the information

DEPTH OPPORTUNITIES

In order to develop such concepts as the business cycle, depression, fiscal and monetary role of government, each student should be assigned one of the following topics which are to be developed in a short paper. After completion of student research, a class period of representative papers are read and discussed.

1. Explain the function of "investment expenditures". A discussion of this concept's importance, regardless of size, in influencing the ups and downs of the business cycle.
2. Indicate the meaning of "fiscal policy", and explain how government policies affect the economy.
3. Explain why, according to the theory concerning the effect of investment expenditures on the business cycle, a greater role exerted by the Reconstruction Finance Corporation might result in a greater degree of recovery and depression.
4. Indicate short run and long run results of a high protective tariff on the economy during depression.
5. State factors which help to explain why labor union membership grew so rapidly during the depression.

DEPTH OPPORTUNITIES

as the business cycle, depression, fiscal and monetary policy, and the economic should be assigned one of the following topics which relate to economic stability,

After completion of student research, a class period should be set aside in which discussed.

investment expenditures". A discussion of this concept should include its size, in influencing the ups and downs of the business cycle.

fiscal policy", and explain how government policies can slow down or speed up

the theory concerning the effect of investment expenditures on the business exerted by the Reconstruction Finance Corporation might have resulted in prosperity and depression.

long run results of a high protective tariff on the economy during a period

rapid to explain why labor union membership grew so rapidly between 1930 and 1940.

170- UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1945

INSTRUCTIONAL

1. Supplementary Reading

Farley, James, Jim Farley's Story - The Roosevelt Years
Faulkner, Harold, From Versailles to the New Deal
Leuchtenburg, William E., The Perils of Prosperity
Lilienthal, David, T.V.A.: Democracy on the March
Mitchell, Broadus, Depression Decade, 1929-1941
Perkins, Dexter, The New Age of Franklin Roosevelt, 1932-1945
Rauch, Basil, The History of the New Deal
Soule, George, Prosperity Decade, From War to Depression, 1917-1929
Wester, Dixon, The Age of the Great Depression
Allen, Frederick L., Since Yesterday
Sullivan, M., Our Times
Adams, S.H., The Incredible Era
Barnes, M.A., Within This Present
Hinshaw, D., Herbert Hoover, American Quaker
Hoover, H., Memoirs
Neuberger, R.L. and Kahn, S.B., Integrity, The Life Story of George W. Norris
Richards, W.C., Last Billionaire
Allen, Frederick L., The Big Change: America Transforms Herself, 1900-1950
Beard, C.M., America in Mid-Passage
Brogan, D.W., The Era of Franklin Roosevelt
Moley, R., After Seven Years
Rodell, F., Nine Men: A Political History of the Supreme Court of the U.S.
Burns, J.M., Roosevelt: The Lion and the Fox
Gunther, J., Roosevelt in Perspective: A Profile in History
Jones, N., Still to the West
Menken, H.L., Prejudices
Nevins, Allan, The New Deal of World Affairs
Shannon, David, The Great Depression
Loront, S., F.D.R.: A Pictorial Biography
Roosevelt, Eleanor, This I Remember
Tully, G., FDR, My Boss
Schlesinger, Arthur M. Jr., The Age of Roosevelt: The Crisis of the Old Order

RY, 1920-1940, AND RECOVERY, 1920-1940

INSTRUCTIONAL MATERIALS

Allende, Roosevelt Years
Bryant, The New Deal
Burke, Prosperity
Burke, On the March
Alderman, 1929-1941
Guttmann, Roosevelt, His Life
Hicks, Republican Ascendancy, 1921-1933
Lewis, War to War
Lewis, Main Street
Warren, All the King's Men
White, William Allen, A Printer in Babylon. The Story of Calvin Coolidge
Zugsmith, Lean, A Time To Remember
Tunis, Son of the Valley
Bilren, Twentieth Century Unlimited
Cremens, L.A. and Borrowman, M.L., Public Schools in Our Democracy
Howard, Jr.T. and Mendel, A., Our Contemporary Composers
Keepnews, O., Pictorial History of Jazz
Barrymore, Lionel, We Barrymores
Byrd, Richard E., Alone
Graham, F., Lou Gehrig, A Quiet Hero
Lindbergh, Charles, Spirit of St. Louis
Cournos and Cournos, Famous Modern American Novelists
Lengyel, E., America's Role in World Affairs
Stimson, H.L., On Active Service in Peace and War
Amblar, Eric, Journey Into Fear
Hersey, John, The Wall
Hull, Cordell, Memoirs
Lewis, Sinclair, It Can't Happen Here
Sherwood, Robert, Roosevelt and Hopkins: An Intimate History

Roosevelt:

INSTRUCTIONAL MATERIALS

2. Records

F.D.R. Speaks, Decca, 9628
I Can Hear It Now, Volume 1, Columbia Record, 1933-45
I Can Hear It Now, Volume 3, Columbia Record, 1919-29

3. Films (BAVI)

8135 F.D.R. from the series And the World Listened
0688 F.D.R.
2626 The Golden Twenties
2627 The Golden Twenties
1769 Problem of Relief
2149 Supreme Court
2299 Two Decades of History, 1927-47
1185 Land of Liberty, 1890-1938

4. Filmstrips

The Roaring Twenties
The Great Depression (in school libraries)

5. Transparency

U.S. History, Keuffel and Esser

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT V

(All of these references may not be available in any one school library. Librarian be requested to develop a bibliography of materials available wh

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Bird, Caroline, The Invisible Scar. New York: McKay, 1965. Concerns depressions effect with many references to Negroes.

Bontemps, Arna, Story of the Negro. New York: Knopf, 1958. Pages 199-213 cover 1920 to 1940 period.

Bontemps, Arna, We Have Tomorrow. Boston, Mass: Houghton Mifflin, 1945. Stories of 12 promising young Negroes.

Bowen, David, The Struggle Within. New York: Norton, 1965. Deals with many questions about race relations and civil rights.

Davis, Mac, 100 Greatest Sport Heroes. New York: Grosset & Dunlap, 1958. Sections on Henry Armstrong, Joe Louis, Jesse Owens.

Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 65-74 covers 1920-1940 period, other sections deal with various aspects of life and the Negroes' participation and contributions.

Eaton, Jeannette, Trumpeters Tale. New York: Morrow, 1955. Biography of young Louis Armstrong.

Fleming, Alice, Great Women Teachers. Philadelphia, Pa: Lippincott, 1965. Chapter on Mary McLeod Bethune.

Forsee, Aylesa, American Women Who Scored Firsts. Philadelphia, Pa: Macrae Smith, 1958. Chapter on Marian Anderson.

Ginsberg, E., a Twentieth Century Pages 147-264

Hollander, Zande tieth Century Sections on a Y

Holt, Rackham, C 40

Hughes, Langston Dodd, 1954. Bunche, Maria

Hughes, L., and Garden City, S. Braithwai Effie Newsome

Jesse R. Faus A. Brown, Clen

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Manber, David, W 1967. Biogra

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III AMERICAN HISTORY: UNIT V

lable in any one school library. It is suggested that the school library of materials available which are appropriate to the unit.)

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York: McKay, th many. Hollander, Zander, Great American Athletes of the Twentieth Century. New York: Random House, 1966. Sections on Joe Louis and Jesse Owens.

York: Knopf, 40 period. Holt, Rackham, George Washington Carver. Garden City, N. Y: Doubleday, 1942. Biography.

Mass: 954. Hughes, Langston, Famous American Negroes. New York: Dodd, 1954. Chapters on A. Philip Randolph, Ralph Bunche, Marian Anderson.

York: Norton, and race relations. Hughes, L., and Bontemps, Arna, The Poetry of the Negro. Garden City, N. Y: Doubleday, 1949. Poems of William S. Braithwaite, Angelina W. Grimke, Anne Spencer, Effie Newsome, Georgia D. Johnson, Fenton Johnson, Jesse R. Fausett, Jean Toomer, Frank Horne, Sterling A. Brown, Clarissa S. Delaney, Langston Hughes, Arna Bontemps, Countee Cullen, Jonathan H. Brooks, Donald J. Hayes, Frank M. Davis, Waring Cuney, Helene Johnson.

New York: Henry Armstrong, 1965. Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 268-291 cover the period from 1920 to 1940.

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Cou 1, 1965. Manber, David, Wizard of Tuskegee. New York: Macmillan, 1967. Biography of George Washington Carver.

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York: Morrow, 1965. Chapter on J. Alvin, Ralph J. Bunche: Fighter for Peace.

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Meltzer, M., and Meier, A., Time of Trial, Time of Hope: The Negro in America, 1919-1941. Garden City, N. Y: Doubleday, 1966. Topics include life of Negro in early 1900's, Negro migration to cities, white resistance, riots, the new Negro, renaissance, effect of depression, support Roosevelt, New Deal, The C.I.O., 1941 march on Washington.

Miller, Herman P., Poverty: American Style. Belmont, Calif: Wadsworth, 1966. Contains some information about Negro poor in 1920 to 1940 period.

Newman, Shirlee P., Marian Anderson. Philadelphia, Pa: Westminster, 1966. Biography.

Riis, Jacob, How the Other Half Lives. Gloucester, Mass: Peter Smith, 1959.

Rollins, C. H., Famous American Negro Poets. New York: Dodd, 1965. Poems and biographical sketches of William S. Braithwaite, Effie Lee Newsome, Arna Bontemps, Langston Hughes, and Countee Cullen.

Rollins, C. H., Famous Negro Entertainers of Stage, Screen, and TV. New York: Dodd, 1967. Chapters on Marian Anderson, Louis Armstrong, Josephine Baker, "Duke" Ellington, Paul Robeson, Bill "Bojangles" Robinson, Thomas "Fats" Waller.

Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapters on Mary McLeod Bethune, George W. Carver, W. E. B. DuBois, W. C. Handy, James W. Johnson, Carter G. Woodson, Henry O. Tanner.

Shippen, Katherine, This Union Cause. New York: Harper & Row, 1959. Pages 127-160 cover the 1920 to 1940 period.

Spangler, Earl, The Negro in America. Minneapolis, Minn: Lerner, 1966. Pages 43-50 cover the 1920 to 1940 period.

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Swift, Hildegarde H., North Star Shining. New York: Morrow, 1947. Pages 20-33 on Negroes up to 1940.

Wynes, C. E., The Negro in the South Since 1865. Ala: U. of Alabama. Essays on different aspects of Negro life.

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EVALUATION FOR UNIT V
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The---amendment outlawed liquor in the U. S. (a) 17th, (b) 18th, (c) 15th, (d) 21st

The president during the 20's whose weak leadership resulted in corruption was (a) Wilson, (b) Cox, (c) Harding, (d) Hoover

Two men convicted of a crime due to an atmosphere of hysteria were (a) Coolidge and Harding, (b) Capone and Jenra, (c) Sacco and Vanzetti, (d) Smith and Forbes

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

How many of the following are examples of reform legislation: (a) Alien Act of 1917, (b) 21st Amendment, (c) 18th Amendment, (d) 19th Amendment

Cite positions taken by the executive branch in regard to reform legislation which reflect a change in leadership from Wilson to Harding. Use laws passed during terms of these presidents to support your answer.

Which of the labor unions below was considered to be most radical by the general public: (a) C.I.O., (b) A.F.L., (c) United Mine Workers, (d) I.W.W.

EVALUATION FOR UNIT V
(Sample Questions)

LEVEL II

relationships among ideas, comparisons, recognizes examples

any of the following are examples of reform legislation: (a) Alien Act of 1917, (b) 21st Amendment, (c) 18th Amendment, (d) 19th Amendment

positions taken by the executive branch in regard to legislation which reflect the change in leadership from Coolidge to Harding. Use laws during terms of these presidents to support your

of the labor unions below considered to be most radical in the general public: (a) I.O., (b) A.F.L., (c) Mine Workers, (d) I.W.W.

LEVEL III

Usually explains, justifies, interprets, or predicts (theory...abstract)

Support or reject the contention "You can't legislate morality." (Use the 1920's as the basis of your answer.)

The League of Nations had many difficulties during its existence. Which of the following problems was the most insurmountable?
(a) lack of use of force, (b) shortage of funds, (c) non-membership of the most powerful nation, (d) ineffective leadership. Support your answer with a paragraph.

Analyze the statements below. Which one is an example of labeling during the 20's and 30's?
(a) Many farmers were uneducated.
(b) A strike is a radical move.
(c) Some immigrants are difficult to assimilate. (d) Immigrants are a radical group.

UNIT VI

THEMES IN CONTEMPORARY UNITED STATES HISTORY,

1940 - Present

UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

OVERVIEW

The period 1940 to the present is the time in which the American people were in the process of realizing their position of world leadership. While striving to maintain peace, they became involved in World War II; and an even greater frustration of their efforts for peace was the development of the Cold War. This has been a period in which America accepted responsibility for improving the social and economic conditions of a greater part of the world.

At the same time, the struggle to maintain prosperity, and the effort to assure equal rights to all segments of our society, has occupied the attention of our people.

COMMENTARY TO THE TEACHER

A study of the period 1940 to the present can involve the student in an understanding of the issues and problems facing the world today. A teacher should capitalize on current issues, connecting them to past events and problems.

While many treatments of this era lack the perspective of time, the teacher must help the student understand the conflicting and often subjective data which must be used to interpret this period.

THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

I. Involvement in World Conflict

- A. World War II
 - 1. Pre-involvement actions
 - 2. Wartime efforts
 - 3. International agreements
 - 4. Situation at the end of the war
- B. Cold War
 - 1. National security
 - 2. International alliances
 - 3. Economic programs
- C. Military Confrontations
 - 1. Berlin
 - 2. Korea
 - 3. Formosa
 - 4. Lebanon
 - 5. Viet Nam

II. Domestic Policies and Developments

- A. Changes in the federal government
- B. Changes in state and local government
- C. Changes in concern for the individual
- D. Concern for internal security

III. Human Relations

- A. Civil rights
- B. Effects of technological changes
- C. Effect of population concentration
- D. Effects of mass culture

178- UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Pres

CONCEPTS	U
<p>I. Differences in political institutions and ideologies often lead to conflicts among and within societies.</p>	<p>1. Nations take action to Nat 2. Nations use economic m Nat 3. Nations create allianc Nat in the world. 4. Nations attempt to cre Nat themselves, throughout the 5. Social and political s Co able or unfavorable of sub</p>
<p>II. The form and complexity of governmental systems varies in time and with societies.</p>	<p>1. Political institutions to increased involvem 2. Areas of state and loc changing. 3. The federal government on individual welfare. 4. Federal programs encour are attempts to create</p>

UNDERSTANDINGS

ction to Nations take action to guarantee their own security.

conomic m Nations use economic means to gain certain ends.

allianc Nations create alliances to seek a favorable balance of power in the world.

t to cre Nations attempt to create political situations favorable to themselves, throughout the world.

itical s Social and political situations which are perceived to be favorable or unfavorable often influence political developments.

itutions Political institutions of the United States change in response to increased involvement in domestic and international problems.

and loc Areas of state and local government responsibility are constantly changing.

overnment The federal government continued to increase its direct effect on individual welfare.

ns encou Federal programs encouraging exchange of peoples and ideas to create attempts to create understanding and peace in the world.

STUDENT LEARNING EXPERIENCES

1. Students study the Selective Service Act of 1940, Lend Lease Agreements, and the
these were actions to guarantee our security. Determine what provoked these actions.
2. Students study the establishment of the United Nations. Explain how this was an
action to insure our security. Decide what sections of the U.N. Charter insured our security.
3. Study NATO, SEATO, and OAS and how these have operated to guarantee our security.
4. Students analyze America's role in confrontations between different ideologies such as
German division, Berlin Blockade, North and South Korea, Formosa, Suez, Cuba, Berlin
South Viet Nam. Debate the issue that these were necessary to protect our security.
5. Students study the economic measures used after W.W. II by the United States to
insure our security. Use the Truman Doctrine, Marshall Plan, Point Four Program, Alliances
and A.I.D. to show this policy in action.
6. Study the governments of Formosa, South Korea, South Viet Nam and the Dominican
Republic exerted by the United States towards their establishment and maintenance.
7. Portray social and political situations in the Congo, Cuba, Indonesia, and Egypt
and the unfavorable political results for the United States.

1. Study the constitutional amendments since 1945. Report on the interests which
Cabinet departments have changed in purpose and title since 1945. Investigate
the changes.
2. Study the Hoover Commission recommendations. Develop criteria for establishing
changes.
3. Investigate the major concerns of the two new states, Alaska and Hawaii, and
Arizona and New Mexico when they were new states.
4. Students research the reapportionment decisions of the U.S. Supreme Court. Report
the changes.
5. Students research the extension of federal aid to states and local governments
and the federal controls.
6. Compare Eisenhower administration policy on federal ownership of business to the
State the difference in philosophy behind the contrasting policies. Use the example
of the St. Lawrence Seaway, and others.
7. Investigate federal programs, such as G.I. Bill, Social Security, Job Corps, etc.
student reports on arguments supporting and opposing these programs.
8. Report on local governmental problems in dealing with individual welfare. Explain
what have been proposed. (Materials - Pages 256-258 in The American Negro by Logan
and The Negro in America by Cuban.)

STUDENT LEARNING EXPERIENCES

and the Service Act of 1940, Lend Lease Agreements, and the Atlantic Charter. Show how these actions guaranteed our security. Determine what provoked these actions.

was a commitment of the United Nations. Explain how this was an attempt to protect our own

sions of the U.N. Charter insured our security.

and how these have operated to guarantee our security.

roles in confrontations between different ideologies since 1945, i.e...East-West
Security
Cuba, Berlin Crisis, and North and South Korea, Formosa, Suez, Cuba, Berlin Crisis, and North and
issue that these were necessary to protect our security.

measures used after W.W. II by the United States to discover how they effected
, Allian
an Doctrine, Marshall Plan, Point Four Program, Alliance for Progress, Peace Corps,
icy in action.

inican
Formosa, South Korea, South Viet Nam and the Dominican Republic. Depict influence
s towards their establishment and maintainance.

l situations in the Congo, Cuba, Indonesia, and Egypt that have had favorable or
ts for the United State

which
amendments since 1945. Report on the interests which supported and opposed these changes
igite
anged in purpose and title since 1945. Investigate these changes and the reasons

lishing
recommendations. Develop criteria for establishing a priority list of proposed

and co
cerns of the two new states, Alaska and Hawaii, and compare them to the concerns of
they were new states.

Re
portionment decisions of the U.S. Supreme Court. Report on rural opposition to

ments
ension of federal aid to states and local governments and the extent of accompanying

to the
the ex
tration policy on federal ownership of business to that of the Truman administration.
the ex
philosophy behind the contrasting policies. Use the examples: off-shore oil, T.V.A.,
others.

ps, Fe
ers, such as G.I. Bill, Social Security, Job Corps, Kerr-Mills, and Medicare. The
ts supporting and opposing these programs.

Expl
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problems in dealing with individual welfare. Explain alternative solutions that
ials - Pages 256-258 in The American Negro by Logan and Cahan, Pages 119-129

UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1945-Present

CONCEPTS	UNDERSTAND
II. The form and complexity of governmental systems varies in time and with societies. (continued)	
III. Present day social, political, and economic problems are outgrowths of previous historical situations.	<ol style="list-style-type: none">1. Civil rights problems continue.2. The division of power between the states and the federal government has always been an area of conflict.3. Inflation often occurs during periods of economic expansion, following a brief recession and the end of a war.4. Full employment has existed only during periods of economic expansion, such as the 1940s and the 1960s.5. Crimes against persons and property have increased since World War II.

-Present

UNITED STATES HISTORY, 1945-Present

ERSTAND

UNDERSTANDINGS

1. Civil rights problems continue to concern the American public.
2. The division of power between national and state governments has always been an area of conflict within our federal system.
3. Inflation often occurs during a war period and is then followed by a brief recession and then inflation.
4. Full employment has existed as a desirable goal in America since the Depression.
5. Crimes against person and property have caused increasing concern since W. W. II.

STUDENT LEARNING EXPERIENCES

10. Students investigate the Fulbright student exchange system, and its effect. Have and cons of the value of such a program.
11. Students study other exchange programs, such as: "city to city", A.F.S. programs. Evaluate the success of one of these programs, using its own purposes as a guide.
12. Study the International Education Bill introduced in the 1966 session of Congress. Evaluate the implications for better international understanding.

1. Trace the development of the Civil Rights Movement in America. Discuss changes since W. W. II. Determine if the Negro changed his methods of attaining civil rights. (Materials - Pages 200-203, 209-211, 212-216, 216-219, 224, 225, 229-237, 237-241, 264 in The American Negro by Logan and Cohen, pages 130-139, 140-152, 153-162, 163-167 in The Negro in America by Cuban, pages 141-143, 144-172 in The Negro in American Life by Wade, 173-175 in American Past by Bowes.)
2. Discover information to explain the causes for increased resistance to Negro civil rights, including Klan activities. Investigate different methods used by people with this attitude. (Materials - Pages 201-202, 203, 206-207, 211-212, 229-237, 240-241, 243, 252, 261-264 in The American Negro by Logan and Cohen, pages 130-139, 140-152, 153-162, 163-167 in The Negro in America by Cuban, 173-175 in American Past by Bowes.)
3. Study the Tide Lands Oil Controversy. Depict how this indicates a conflict between state and federal authority.
4. Discover how the desegregation of schools illustrates a conflict between federal and state governments. Determine which government is most concerned about the welfare of the Negro. (Materials - Pages 141-143 in The Negro in American Life by Wade, 152 in The Negro in America by Cuban.)
5. Define inflation. Study inflation during W. W. II. Determine what governmental policies are responsible for inflation.
6. Study the inflation of the 1920's and contrast this with the inflation of the 1960's. Under which inflation is harmful and when it should be controlled.
7. Have students study the programs initiated to reduce unemployment since the Depression. Evaluate the effectiveness and what problems still remain. Point out new problems that are being created by these programs for whites and non-whites. (Materials - Pages 168-170 in The American Negro by Logan and Cohen.)
8. Invite a Madison police officer or an F.B.I. agent to discuss the types of crime in the Madison area. Have him attempt to explain any possible reasons for the types of crime. Compare the crime rate in Madison since W. W. II with the national crime rate. Evaluate Madison as a place to live.
9. Compare the crime rate in Madison since W. W. II with the national crime rate. Evaluate Madison as a place to live.

STUDENT LEARNING EXPERIENCES

Have the Fulbright student exchange system, and its effect. Have a panel discuss the pros and cons of such a program.

Exchange programs, such as: "city to city", A.T.S. program, and teacher exchange programs. Discuss the success of one of these programs, using its own purposes as the criteria.

Education Bill introduced in the 1966 session of Congress in terms of its purpose for international understanding.

of the Civil Rights Movement in America. Discuss changes if any that have occurred. Determine if the Negro changed his methods of attaining civil rights since W. W. II. (Materials - Pages 203, 209-211, 212-216, 216-219, 224, 225, 229-237, 237-244, 245-254, 255-258, 259-262, 141-143, 144-172 in The Negro in American Life by Wade, pages 491-496 in Avenues of Progress.)

Explain the causes for increased resistance to Negro civil rights activity, in the 1960's. Investigate different methods used by people with this goal. (Materials - Pages 211-212, 229-237, 240-241, 243, 252, 261-264 in The American Negro by Logan and 140-152, 153-162, 163-167 in The Negro in America by Cuban.)

Conflict Controversy. Depict how this indicates a conflict between federal and state

Operation of schools illustrates a conflict between federal and state authority. The government is most concerned about the welfare of the Negro. (Materials - Pages 230-237 in The Negro in American Life by Wade, pages 141-143 in The Negro in American Life by Wade, pages 141-143 in The Negro in America by Cuban.)

Inflation during W. W. II. Determine what governmental controls were instituted. Compare the 1920's and contrast this with the inflation of the 60's. Discuss conditions when inflation is harmful and when it should be controlled.

Programs initiated to reduce unemployment since the Depression. Determine their problems still remain. Point out new problems that are being created. Compare programs for whites and non-whites. (Materials - Pages 188-192, 256-258 in The Negro in American Life by Wade, and Cohen.)

Officer or an F.B.I. agent to discuss the types of crime most prevalent in the city. Attempt to explain any possible reasons for the type of crime in Madison. Compare crime in Madison since W. W. II with the national crime rate. Discuss what this indicates about a place to live.

UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

CONCEPTS	UNDERSTANDING
IV. Human experience is continuous and interrelated; change is an ever present factor in human and social development.	<ol style="list-style-type: none"> 1. America's space program is military technology; reaction stimulated its growth. 2. The impact of automation and far reaching effects on American society. 3. Breakthroughs in medical technology (polio vaccine, miracle drugs, organ transplants in surgery and psychiatry) dispelled much human misery but created new problems of old. 4. Increased leisure time and more free time has created greater public facilities. 5. Working women have become a major part of the American work force since World War II. 6. Mass culture has become a major factor in American life. Increased urbanization, immigration, and mobility. The search for individuality has been indicated by these same situations. 7. America has enjoyed a postwar economic boom and a vacation unparalleled in all history. 8. Increased educational attainment has led to a "cultural explosion" with emphasis on architecture and the arts. 9. Increased civil rights and opportunities for minorities has led to an increasing number of opportunities for minority participation in various fields.

Present **UNITED STATES HISTORY, 1940-Present**

UNDERSTANDINGS

1. America's space program is a direct outgrowth of changing military technology; reaction to Soviet space successes has stimulated its growth.
2. The impact of automation and cybernation has had tremendous and far reaching effects on American business and society.
3. Breakthroughs in medical technology (such as polio and measles vaccine, miracle drugs, organ transplants, and new techniques in surgery and psychiatry) have increased our life span and dispelled much human misery. These same breakthroughs have created new problems of old age and world over-population.
4. Increased leisure time and more discretionary disposable income has created greater public demand for recreation opportunities and facilities.
5. Working women have become an increasingly large segment of the American work force since World War II.
6. Mass culture has become a truly national phenomena through increased urbanization, improved communication and greater mobility. The search for individual identity has been complicated by these same situations.
7. America has enjoyed a postwar boom in public and higher education unparalleled in all of human history.
8. Increased educational attainment, income, and urbanization has led to a "cultural explosion" in the United States with new emphasis on architecture and the arts.
9. Increased civil rights and job opportunities for Negroes have led to an increasing number of Negroes exhibiting their leadership capabilities in various fields of activity.

STUDENT LEARNING EXPERIENCES

1. Student debate; Resolved: America could better spend the millions allocated to social and political problems here and abroad.
2. Have students study the bomber vs. missile controversy and the effects that have resulted from our military technology and our space program.
3. Invite a physician into the classroom to discuss recent advances in surgery.
4. Have students prepare reports dealing with recent medical breakthroughs in the field of disease, etc.
5. Have a panel study the Surgeon-General's report on cigarette smoking and health.
6. Conduct research to find some industries that have greatly effected automation and the negative situations resulting from this automation.
7. Investigate the expansion of the state park system in Wisconsin. Discuss the reasons for increased mobility, and the "camping boom" on our state park system.
8. Go through the morning or evening paper and find out how many different types of advertisements are directed to the public on a given evening. Compare this total to Chicago or Tomah.
9. Have each student prepare a paper showing the number of working wives vs. housewives in the U. S. in 1940 and use it for a discussion of why the results are what they are. Relate to the 1944 figures.
10. Through TV Guide or a similar publication do an analysis of TV fare. Examine the types of programs that dominate prime viewing hours to determine "public" preferences. Try to determine if these preferences in fact, represent public preferences. Examine a TV magazine from 1955 and compare it to the present.
11. Compare your home with the "typical" American household pictured on TV. Examine the types of glamour or prestige articles on yourself and others.
12. Through an assembled group of records discuss changes in style and subject matter in music since 1945.
13. Do a class analysis of best-selling novels and the funny papers.
14. Relate the National Defense Education Act and subsequent revisions to changes in the educational system.
15. Through a series of graphs and charts compare per capita spending on public works in the U. S. Compare literacy rates and college graduate percentages between the U. S. and other countries.
16. Contrast the Seagram Building, the Johnson Wax Building, the IBM Building, the Guggenheim Museum, and others with the traditional office building. Explain why companies seek to relate their buildings to unique architectural forms. Survey the architectural styles of recent buildings and relate them to traditional church architecture.
17. Create a list of major symphony orchestras in the U. S. Relate their distribution to communications and increased mobility.
18. Examine the number of cultural attractions found in Madison. Determine how these attractions have changed over the years.
19. Develop a bulletin board display on Negro contributions to American life. (Materials - Pages 203-206, 217-226, 239-243, 258-259 in The American Negro by Johnson, 152-157, 163-166, 167-168 in The Negro in American Life by Wade.)

STUDENT LEARNING EXPERIENCES

Allocation of funds: America could better spend the millions allocated to our space program to alleviate problems here and abroad.

Controversies: bomber vs. missile controversy and the effects that it has had on the development of technology and our space program.

Surgeon-General's report: bring the classroom to discuss recent advances in surgery, internal medicine, and psychiatry. Report on recent medical breakthroughs in polio, TB, burn treatment, heart

and health. Bring the Surgeon-General's report on cigarette smoking and health and report these findings to

Automation: visit some industries that have greatly effected automation and analyze the positive and negative results resulting from this automation.

State parks: discuss the development of the state park system in Wisconsin. Discuss the effects of improved highways, the "camping boom" on our state park system.

Entertainment: read an evening paper and find out how many different types of entertainment are available in Tomah, Madison, and Chicago. Compare this total to Chicago or Tomah.

Working wives: write a paper showing the number of working wives vs. non-working wives. Graph the total number of working wives in 1900, 1930, and 1950. Relate this to working women in 1900, 1930, and 1950.

Television: examine a similar publication do an analysis of TV fare. Examine the types of programs which are most popular to determine "public" preferences. Try to decide whether or not these programs, which are most popular, reflect the preferences of the "typical" American household pictured on TV. Examine the effect of advertising on the public.

Subject matter: a group of records discuss changes in style and subject matter in American "popular" literature.

Best-selling novels and the funny papers.

Education: compare changes in the No Child Left Behind Act and subsequent revisions to changes in the Madison Public Schools.

Public education: graphs and charts compare per capita spending on public education from state to state in the U. S. and other selected countries.

Buildings: the Johnson Wax Building, the IBM Building, National Guardian Life Building and other selected office buildings. Explain why companies seek to identify their headquarters buildings with their company names.

Church architecture: Survey the architectural styles of recently built churches in Madison and other cities.

Symphony orchestras: determine the distribution of symphony orchestras in the U. S. Relate their distribution to urbanization, expanded population, and increased mobility.

Cultural attractions: determine the cultural attractions found in Madison. Determine how and by whom they are supported.

Black history: display on Negro contributions to American life. Include lists of Negro leaders in politics, education, business, and other fields such as the arts, sciences, sports, music, education, military, government, etc.

Books: 144-148, 217-226, 239-243, 258-259 in The American Negro by Logan and Cohen, pages 144-148, 217-226, 239-243, 258-259 in The Negro in American Life by Wade.)

184- UNIT VI THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

LANGUAGE ARTS CORRELATION

Approach

The correlation in this unit can be accomplished through debates, symposiums, and class discussions to study issues of the period from 1940 to the present. Audiovisual resources can be used as a point of departure.

Sources

1. 33-1/3 Records

Project XX Not So Long Ago, LOC-1055, RCA
(Campaign speeches and music of 1940 to present)

Show Biz, LOC-1011, RCA

(Music of theatrical performers)

I Can Hear It Now, vol. 2-3, Columbia
(People and events of the time)

American History of World War II, vol. 9-10, Educational Record Sales
(People and events leading to World War II)

Campaign 56, ERS

(Presidential campaign)

Presidential Inaugural Addresses, ERS
(Roosevelt to Kennedy)

Untypical Politician, ERS

(Political speeches of presidential candidates)

2. Films

1. The Decision To Drop the Bomb, EBF
(former N.B.C. White Paper)

2. World War II - Prologue U.S.A., 3811 BAVI

NOTE: Other films dealing with issues the teacher might wish to present may also be used.

3. The Hat, Sterling Educational Films, 241 East 34th St., New York, N.Y. 10016, free (Organization for World Peace-Disarmament)

Present

SKILLS TO BE DEVELOPED

1. Debate skills.
2. Editorialism.
3. Detection of propaganda.
4. Detection of emotionalism.
5. Discussion.
6. Writing commentary.
7. Listening.
8. Evaluation of audiovisual materials.

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UNIT VI THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

Student Activities

1. Taking the decision to use the nuclear weapon on Hiroshima as a point of departure, debate the proposition Resolved: nuclear weapons should never have been used nor ever should be used against mankind.
2. Hold a symposium on the value of the U.N. to the world today.
3. Have a panel discussion on the United States' alleged role as protector of democracy in the world.
4. Have a debate on the pros and cons of our being in Viet Nam by resource persons. Demonstrate how adults use debate techniques. Students evaluate the debate using students' own selected criteria.
5. Listen to the speeches of candidates for president. Hold a class discussion on the propaganda, emotional techniques, and devices used to persuade people to accept the speaker's point of view.
6. Have students write an editorial which they slant toward a particular point of view on a current issue. Have them read the editorial to the class. Have the class evaluate the editorial to decide on the slant and its effectiveness.
7. Have students review previous units to discover evidence of civil rights movements. Select several groups to do this and also to examine this movement today. Have them present their findings to the class along with their suggestions on how to work toward a solution of the problem. Have a question and answer period followed by open discussion.

NOTE: The entire class should be prepared to join in the discussion with the understanding they must use research materials to support their statements.

AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT VI
PERTAINING TO WORLD WAR II

UNIT VI

THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Pre

INTRODUCTION

IDEOLOGICAL RIVALRIES AND WORLD WAR II:

The problems that resulted from World War I led many nations to seek extreme forms of government. World War II was in part the result of this extremism.

(In developing the following assignments relate the following specific understandings framed within the context of the concepts developed in this unit.

ASSIGNMENT #1

Understandings:

1. After World War I the nations attempted to deal peacefully with the problems which followed the war.
2. The rise of the Communist dictatorship from the ruins of the Czar's Russia was a force opposed to democracy and to capitalism.
3. Economic factors brought dictators into power who became aggressive.
4. The Second World War began with Axis victories. The entire world was dominated by the Axis.
5. The anti-Fascist nations united, turned the tide, and forced the surrender of the Axis.
6. Once again the nations of the world sought a lasting peace, but only found success or failure.

Text Assignments:

The Adventures of the American People - pp. 595-641
Ewing, Communist Revolution - 369, 372, 374, 376
 Dictators - Post World War I Period - 374-376, 377, 382-384, 389, 390
 Second World War - 81, 132-133, 526-529, 595, 674, 679-682
Story of Civilization: Communist Revolution - 756, 758, 780, 795, 805
 Dictators - 256, 758-759, 799, 800, 803-804, 819, 824, 827-828, 829
 World War II - nothing
Story of Nations: Communist Revolution - 491-493, 499
 Dictators - 365, 383-386, 410-413, 491-500, 617, 626, 629
 World War II - 620, 640

Supplementary Reading:

Kennan, George F., Russia and the West. New York: Mentor Book, 1962

UNIT VI: AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT VI OF GUIDE
PERTAINING TO WORLD WAR II

UNIT VI

THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

INTRODUCTION

WORLD WAR II:

Week ended from World War I led many nations to seek extreme solutions to their problems. The result of this extremism.

Specific following assignments relate the following specific understandings to the more general context of the concepts developed in this unit.)

ASSIGNMENT #1

the nations attempted to deal peacefully with the economic and political problems of war.

Communist dictatorship from the ruins of the Czar's Russia confronted the world with democracy and to capitalism.

Brutal dictators into power who became aggressive toward weaker neighbors.

War began with Axis victories. The entire world was threatened with totalitarianism.

The sun nations united, turned the tide, and forced the surrender of Italy, Germany, and Japan. Nations of the world sought a lasting peace, but only time will tell the degree of their success.

American People - pp. 595-641

tion - 369, 372, 374, 376

World War I Period - 374-376, 377, 382-384, 389, 524-526, 594

er - 81, 132-133, 526-529, 595, 674, 679-682

Communist Revolution - 756, 758, 780, 795, 805

, 758-759, 799, 800, 803-804, 819, 824, 827-828, 832-833, 836, 838, 842

nothing

Communist Revolution - 491-493, 499

, 383-386, 410-413, 491-500, 617, 626, 629

620, 640

962 Asia and the West. New York: Mentor Book, 1962

AN ILLUSTRATIVE LESSON PLAN (continued)

Supplementary Reading (continued)

Moorehead, Alan, The Russian Revolution, New York: Bantam Books, 1958
Crossman, Richard, The God That Failed, New York: Bantam Books, 1964
Bullock, Allan, Hitler's Tyranny, New York: Harper & Row, 1964
Shub, David, Lenin, Baltimore, Md: Penguin, 1967
Kennan, George, Foreign Diplomacy Since 1900, New York: New American Library, 1962

Filmstrips:

1. "Outbreak of World War II," 1939-1941, 47 frames, color
2. "Through the Periscope, Submarine Warfare," 50 frames

Small Group Topics: The rise of Communist dictatorship from the ruins of the Czar's Russia, with a force opposed to democracy and capitalism.

1. Basic understanding: Under the Czars, Russian economy and government remained static; people produced revolutionary movements.
2. Basic understanding: Defeat and crisis during World War I led to the overthrow of the provisional government.
3. Basic understanding: In November, 1917, Lenin began a Marxist dictatorship which established the Soviet Union.
4. Basic understanding: Stalin emerged as Lenin's successor, speeded rapid industrialization of agriculture, and purged his opposition to gain absolute personal power.
5. Basic understanding: The Soviet Union pursued a policy of isolation and world conquest until fear of Fascist aggression caused a search for allies.

ASSIGNMENT #2

Small Group Topics: Economic causes around the world brought dictators into power in 1930's. They turned to aggression against weaker neighbors.

1. Basic understanding: Economic crisis and unemployment weakened governments, giving opportunity to gain support and power.
2. Basic understanding: Italian Fascism maintained private enterprise under Mussolini's dictatorship.
3. Basic understanding: Bigotry and a desire for vengeance swept Hitler into power for another war.
4. Basic Understanding: Military leaders of Japan seized Manchuria and established a puppet state.
5. Basic understanding: The League of Nations seemed to be helpless before the aggression of Hitler and the intervention in the Spanish Civil War.
6. Basic understanding: The Western Democracies met the Depression at home with isolationism and unable to unite against aggression.
7. Basic understanding: Appeasement failed to turn aside Axis aggression and only increased the desire for conquest.

AN (continued)

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Iran Revolution, New York: Bantam Books, 1958

That Failed, New York: Bantam Books, 1964

Tyranny, New York: Harper & Row, 1964

ore, Md: Penguin, 1967

Plolomacy Since 1900, New York: New American Library, 1952

II," 1939-1941, 47 frames, color

"Submarine Warfare," 50 frames

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force opposed to democracy and capitalism.

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tionary movements.

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pass provisional government.

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Viet Union.

indus Stalin emerged as Lenin's successor, speeded rapid industrialization and collectivi-
al pow and purged his opposition to gain absolute personal power.

world The Soviet Union pursued a policy of isolation and world revolution among the powers,
aggression caused a search for allies.

ASSIGNMENT #2

er in Causes around the world brought dictators into power in more powerful nations, who
aggression against weaker neighbors.

nts, Economic crisis and unemployment weakened governments, giving dictatorships the
pport and power.

er Mus Italian Fascism maintained private enterprise under Mussolini's system of militar-

to pow Bigotry and a desire for vengeance swept Hitler into power, and Germany prepared

ablih Military leaders of Japan seized Manchuria and established a dictatorship at home.
the i The League of Nations seemed to be helpless before the invasion of Ethiopia, China,
n the Spanish Civil War.

e with The Western Democracies met the Depression at home with internal reforms, but were
t aggression.

nd onl Appeasement failed to turn aside Axis aggression and only strengthened Hitler's

188. AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #3

Small Group Topics: The Second World War began with Axis victories and the entire world under totalitarian domination.

1. Basic understanding: German "Blitzkrieg" tactics won rapid conquest of most of Europe. Italy began war in the Mediterranean.
2. Basic understanding: German air power was halted in the Battle of Britain, and the invasion of Russia.
3. Basic understanding: Japan attacked in the Pacific to win a vast empire, but was forced into all-out war against the Axis.

ASSIGNMENT #4

Small Group Topics: The anti-Fascist nations united, turned the tide, and forced the Axis powers to surrender.

1. Basic understanding: The tide of battle turned against the Axis at Midway, and the Allies took the leading part in the defeat of the Axis.
2. Basic understanding: American production armed the anti-Axis coalition, and the Allies took the leading part in the defeat of the Axis.
3. Basic understanding: Italy was defeated in 1943; Germany was conquered in 1945; Japan surrendered after the impact of the first atomic bombs.

ASSIGNMENT #5

Small Group Topics: Once again the nations of the world sought a lasting peace, but the peace was based on the success or failure of their war aims.

1. Basic understanding: During the war the Big Three of Russia, Great Britain, and the United States worked together to achieve victory.
2. Basic understanding: The hope that these powers could work to bring about lasting peace.

Vocabulary identification for entire unit:

"cash and carry"
appeasement
Neutrality Acts
Lend Lease
Atlantic Charter
"Arsenal of Democracy"

Cairo Conference
Yalta Conference
Dumbarton Oaks
Potsdam Conference
Office of Price Administration

III (continued)

ASSIGNMENT #3

World War began with Axis victories and the entire world was threatened with German domination.

German "Blitzkrieg" tactics won rapid conquest of most of Europe, while Mussolini

German air power was halved in the Battle of Britain, but the Nazis turned to the

Japan attacked in the Pacific to win a vast empire, but brought the United States

ASSIGNMENT #4

fascist nations united, turned the tide, and forced the surrender of Italy, Germany,

the tide of battle turned against the Axis at Midway, Stalingrad, and in North Africa. American production armed the anti-Axis coalition, and American forces played a

Italy was defeated in 1943; Germany was conquered in 1945; and Japan surrendered

first atomic bombs.

ASSIGNMENT #5

the nations of the world sought a lasting peace, but only time will tell the degree of success or failure.

During the war the Big Three of Russia, Great Britain, and the United States cooper-

the hope that these powers could work to bring about lasting peace has not materialized.

entire unit:

Cairo Conference
Yalta Conference
Dumbarton Oaks
Potsdam Conference
Office of Price Administration

AN ILLUSTRATIVE LESSON PLAN (continued)

Map work:

As an aid to gaining visual understanding of the Second World War, students should exercises:

1. On an outline map of the world, locate, name, and color:
 - a. Axis powers
 - b. Maximum Axis control
 - c. Allied Powers
 - d. Neutral nations
2. Locate and name on a map of Europe
 - a. Atlantic Ocean
 - b. North Sea
 - c. Baltic Sea
 - d. Mediterranean Sea
 - e. Black Sea
 - f. Caspian Sea
 - g. Adriatic Sea
3. Locate and name on a map of the Pacific
 - a. Axis Powers
 - b. Allied Powers
 - c. Other geographic areas under control of Japanese by 1942

Depth Opportunities for entire unit:

Each student should take notes in preparation for a class discussion on how each to final victory in World War II.

1. mobilization of American human and natural resources
2. cooperative military planning among the Allies
3. Hitler's mistakes
4. the two-way nature of Lend-Lease
5. Afro-European theater
6. Austro-Asian theater

In order to understand the problems associated with a wartime and a post-war economy be able, after study, to suggest answers to the following problems:

Problem 1: What economic developments, resulting from preparations for World War II, made price control necessary?

Problem 2: Why are the problems of an economy like that of the United States the opposite of the problems in time of depression?

Problem 3: At about what time in our history did the role and influence of the government in affairs become significantly greater than it had been? What are the causes of increased governmental participation in the economy? What reasons made this occur when it did?

Problem 4: What factors account for the fact that the rate of economic growth, in the long run, has been exceptionally good?

al understanding of the Second World War, students should complete the following
of the world, locate, name, and color:

control

ns

on a map of Europe

h
e. Black Sea
f. Caspian Sea
g. Adriatic Sea

Sea

on a map of the Pacific

nic areas under control of Japanese by 1942

e unit:

notes in preparation for a class discussion on how each of the following contributed
to the war in World War II.

merican human and natural resources
ary planning among the Allies

e of Lend-Lease

ater

ter

problems associated with a wartime and a post-war economy, each student should
est answers to the following problems:

conomic developments, resulting from preparations for World War II and the war itself,
control necessary?

the problems of an economy like that of the United States during time of war almost
ate of the problems in time of depression?

hat time in our history did the role and influence of the government in economic
come significantly greater than it had been? What are some of the specific examples
ed governmental participation in the economy? What reasons can you think of that
occur when it did?

ers account for the fact that the rate of economic growth in the United States, in
un, has been exceptionally good?

190- AN ILLUSTRATIVE LESSON PLAN (continued)

As a means of tying the past into the present, the student should draw comparisons following pairs:

1. Labor's bargaining position in the 1890's compared to the 1960's.
2. The farmer's problem of surplus in the 1890's compared to the early 1960's.
3. The government's attitude toward unemployment in the 1890's compared to the 1960's.
4. The government's role in maintaining prosperity in the 1890's compared to the 1960's.

The student should conclude his study by generalizing about the important changes and the significant trends they indicate.

Students should prepare a chart detailing the important provisions and significance of American postwar policy:

1. Truman Doctrine	6. SEATO
2. Marshall Plan	7. Eisenhower Doctrine
3. OAS	8. Peace Corps
4. Point Four	9. Alliance for Progress
5. NATO	10. "The Johnson Doctrine"

(Evaluate success or failure of these programs)

In evaluating the record of the free market economy of the United States with respect to the Soviet Union, each student should collect evidence relative to the strengths and the area of agriculture, industry, and labor. Suggested topics for research in these areas are:

1. Agriculture: Efficiency of production techniques and use of labor; rate of growth; standard of living; nature of problems; and determination of who receives benefits.
2. Industry: Rate of growth and productivity; efficiency of production techniques; compatibility with democracy; production incentives; determination of who receives benefits.
3. Labor: Efficiency of labor; role of labor unions; wage rates and working conditions; standard of living; status of women workers; use of slave labor.

In order to develop the idea that the spirit in which foreign relations are conducted reflects the basic philosophy of a government, each member of the class, after research, should take a negative position on the following debate statement: Resolved: that the ends justifies the means of foreign relations because good objectives cannot be achieved by evil means, and that the spirit of the foreign relations should be a reflection of the goals.

AN (continued)

comparisons into the present, the student should draw comparisons and contrasts between the position in the 1890's compared to the 1960's. .
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from of surplus in the 1890's compared to the early 1960's.
attitude toward unemployment in the 1890's compared to the 1960's.
role in maintaining prosperity in the 1890's compared to the 1960's.
his study by generalizing about the important changes represented in these comparisons they indicate.

chart detailing the important provisions and significance of the following to

6. SEATO
7. Eisenhower Doctrine
8. Peace Corps
9. Alliance for Progress
10. "The Johnson Doctrine"

(one of these programs)

with .
gths a .
ry, and labor. Suggested topics for research in these areas would include:
or; ra .
ination .
growth and productivity; efficiency of production techniques and uses of labor; rate of growth and productivity; standard of living; nature of problems; and determination of goals.
determination te .
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a that the spirit in which foreign relations are conducted has much to say about the
t, each member of the class, after research, should take the affirmative or the
ing debate statement: Resolved: that the ends justify the means in the conduct
s, and
od objectives cannot be achieved by evil means, and by their nature the means must

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INSTRUCTIONAL MATERIALS

1. Supplementary Reading

Allen, Frederick L., The Big Change
Barck, Oscar and Blake, Nelson, Since 1900
Berger, Carl, The Korea Knot: A Military Political History
Eisenhower, Dwight D., Crusade in Europe
Agar, Herbert, The Price of Power, America Since 1945
Gatzke, Hans W., The Present in Perspective
Goldman Eric F., The Crucial Decade, America 1945-1955
Lord, Walter, Day of Infamy
Mauldin, Bill, Up Front
Ryan, Cornelius, The Longest Day
Pyle, Ernest, Brave Men
Tregaskis, Richard, Guadalcanal Diary
Baker, Nina, Ten American Cities
Hoover, John Edgar, Masters of Deceit
Hughes, Donald J., Our Nuclear Energy
Marsback, Alexander, World in Space
Harkins, Philip, Bomber Pilot
Editors of Life, Life's Picture History of W.W. II
Overstreet, Harry and Overstreet, Bonaro, What We Must Know About Communism
Vinacke, Harold M., The United States and the Far East, 1945-1951
Levine, Irving, The Crucial Decade and After
Angle, P., The American Reader
Apsler, A., Fighter for Independence, Jawaharlal Nehru
Arnof, D., A Sense of the Past
Baker, R., Chaim Weizmann, Builder of a Nation
Bartlett, R.M., Sky Pioneer, the Story of Igor I. Sikovsky
Baruch, B., Baruch, My Own Story
Baruch, B., The Public Years
Berding, Andrew, Foreign Affairs and You
Bryn, Jones, Frank B. Kellogg
Bullock, A., Hitler, A Study in Tyranny
Burlingame, R., General Billy Mitchell, Champion of Air Defense

Davis, K.,
Eisenh
Dooley, T.
Nam's
Fermi, Lau
Frank, Anne
Gunther, Jo
and th
(Teach
Bailey, T.A.
DeConde, A.
Policy
Dulles, Fos
1954
Moy, Ernest
(Stude
Handlin, Os
Americ
Hatch, Alde
Eisenh
Hull, Corde
Mims, Som
Poxie, R.,
Pogue, Forr
Genera
Resiness, I
Steinberg,
Snyder, Lou
Whitehouse,
Power
Young, Desm

IALS INSTRUCTIONAL MATERIALS

Davis, K., Soldier of Democracy, A Biography of Dwight Eisenhower
Dooley, T., Deliver Us From Evil, The Story of Viet Nam's Flight to Freedom
Fermi, Laura, Atoms in the Family
Frank, Anne, The Diary of a Young Girl
Gunther, John, The Riddle of MacArthur, Japan, Korea, and the Far East

(Teacher Reference)

Bailey, T.A., A Diplomatic History of American People
DeConde, A., New Interpretations in American Foreign Policy
Dulles, Foster R., America's Rise to World Power, 1898-1954
Moy, Ernest T., American Intervention, 1917 and 1941

(Student Reference)

Handlin, Oscar, Chance or Destiny, Turning Points in American History
Hatch, Alden, General Ike, A Biography of Dwight D. Eisenhower
Hull, Cordell, The Memoirs of Cordell Hull
Mims, Som, Chennault of the Flying Tigers
Poxie, R., Mao-Tse-Tung, Ruler of Red China
Pogue, Forrest C., George C. Marshall, Education of a General
Resiness, Ludwing, The Lamps Went Out in Europe
Steinberg, A., Douglas MacArthur
Snyder, Louis L., Hitler and Nazism
Whitehouse, A., Billy Mitchell, America's Eagle of Air Power
Young, Desmond, Rommel, the Desert Fox

INSTRUCTIONAL MATERIALS

2. Films

4802 - <u>Land of Liberty 1939-1958</u>	20 min.	B.A.V.I.	2.50
0506 - <u>Crisis in Korea</u>	9 min.	B.A.V.I.	1.25
3251 - <u>Supreme Court</u>	17 min.	B.A.V.I.	3.00
3460 - <u>D-Day</u>	27 min.	B.A.V.I.	3.50
0688 - <u>F.D.R.</u>	20 min.	B.A.V.I.	1.50
3283 - <u>Planning Our Foreign Policy</u>	15 min.	B.A.V.I.	3.00

3. Records

Columbia Records - "I Can Hear It Now" 1933-1945

Edward R. Morrow and Fred W. Friendly

Columbia Records - "I Can Hear It Now" 1945-1949

Edward R. Morrow and Fred W. Friendly

4. Transparencies

Dauffel and Esser - U.S. History, Diazo Transparency Masters

5. Filmstrips (Madison Public Schools)

1543 - United Nations - Charter's Organization

1544 - United Nations - Needs and Purposes of the Charter

1688 - World War II

6. 16 M.M. Films - B.A.V.I.

2369 - War Comes to America - 63 min.

2370 - War Comes to America - 63 min.

1640 - Peace Builders (U.N.) - 10 min.

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT VI

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EVALUATION FOR UNIT VI
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The plan to give economic aid to Europe after W. W. II was (a) NATO, (b) SEATO, (c) Truman Doctrine, (d) Marshall Plan

The program which provides income for retired persons is (a) Kerr-Mills, (b) Job Corps, (c) Medicare, (d) Social Security

Automation is (a) unemployment, (b) running of a machine by a machine, (c) less efficient than human work, (d) more costly in the long run than previous methods

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

Which of the following provides direct aid to the individuals of a country rather than general economic aid? (a) Marshall Plan, (b) Point Four Program, (c) Truman Doctrine, (d) Peace Corps

Which of the following programs best reflect the Depression experience? (a) Social Security, (b) GI Bill, (c) Civil Rights Bill, (d) Fulbright Program

Automation is most related to (a) hand labor, (b) quality control, (c) human resources, (d) technological development

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LEVEL III

Usually explains, justifies, interprets, or predicts (theory...abstract)

Put "M" in the blank if you would justify the item as military aid; "E" if you would justify the item as economic aid. (a) Korea 1950-53, (b) O.A.S., (c) A.I.D. (d) SEATO, (e) Alliance for Progress, (f) Berlin Blockade
Write a statement to justify your choice in each case.

The states rights controversy has long been present in American history. Certain laws have awakened interest in this controversy today. Which are they? (a) GI Bill, (b) Kerr-Mills Bill, (c) Model Cities Plan, (d) Civil Rights Bill of 1964

How can automation be both good and bad for the following groups? (a) labor, (b) management, (c) the public, (d) government